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ABSTRACT

This publication describes alternative teaching and learning strategies that challenge all students to reach high standards. Five alternative options are emphasized: (1) rigorous use of diagnostic systems to identify problem areas and student strengths; (2) staffing flexibility to facilitate better student-instructor relationships; (3) identification of effective new strategies for the classroom, using different techniques to meet different learner needs; (4) adoption of tested model programs; and (5) collaboration with and expansion of off-site alternative environments. The information in this handbook was gathered from education literature on Oregon and from 11 Oregon school districts that were selected as Alternative Learning Options sites. The manual opens with an overview of the new urgency for creating alternative learning options. It outlines the legislative initiatives prompted by the desire to raise educational standards and provides details on how to diagnose a district's condition. The guide outlines ways to reach all students by discussing strategies at the classroom level and by offering examples of programs that work. Information on model programs includes the grade levels and subjects that are covered, a general description of the program, implementation strategies, costs, special considerations, nearby programs of similar nature, and contact information. The manual also offers ideas on the proper placement of students and provides a list of resources for further information. (Contains approximately 80 references.) (RJM)

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ALTERNATIVES:

The Opportunity of a Lifetime

A handbook for developing Alternative Learning Options to help ***all*** *Oregon students achieve the standards.*

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ALTERNATIVES:

The Opportunity of a Lifetime

A handbook for developing
Alternative Learning Options
to help ***all*** *Oregon students*
achieve the standards

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TABLE OF CONTENTS

Introduction:

The New Urgency for Creating Alternative Learning Options . . . . . INT • 1–3

Legislative Summary:

When Are Alternatives More Than a Good Idea? . . . . . LEG • 1–4

Diagnosis:

How Do I Select the Best Alternative? . . . . . DIA • 1–13

Relationships:

How Can We Reach All Students? . . . . . REL • 1–13

Strategies:

What Can Be Done at the Classroom Level? . . . . . STR • 1–24

Programs:

What Are Some Models That Work? . . . . . PRO • 1–47

Environments:

Where Does this Student Need to Be? . . . . . ENV • 1–8

Resources:

Where Can I Get More Information? . . . . . RES • 1–7

Bibliography and Input Form . . . . . BIB • 1–5

Notes

INTRODUCTION:

The New Urgency for Creating Alternative Learning Options

Alternative learning has a new meaning that impacts every teacher, school and district in Oregon. Until recently, alternative education suggested an off-site program for the most at-risk students in the district. But with Oregon's commitment to help every student achieve high academic standards, the definition has become much broader. Today's school system is expected to offer alternatives at every level, identifying and efficiently responding to the full gamut of learner needs and interests, challenging all students to reach high standards.

Many communities have alternative schools, and most teachers have their own strategies to help students with different learning styles. But new legislation, driven by voters' concerns for measurable improvements in the educational system, has set a higher standard for helping the individual student to succeed. Opportunities for participation in alternative education are now extended to all students, requiring that schools offer alternative programs to meet both the student's educational needs *and* interests.

Many people have the mindset that alternative learning options are something new, different, discrete from the rest of what we do. They don't understand that alternative learning options are for all kids. Instead of approaching alternative learning options as a fall-back for kids who don't meet the benchmarks, we must provide a variety of learning avenues for all students, including those who are meeting or even exceeding the benchmarks. **BK**

That's a big change, and a challenging one in view of tight resources and large class sizes. Although some of the students covered by these new laws may be served in alternative learning environments outside the traditional classroom, most will not. It will be up to regular classroom teachers to develop new and better ways to approach curriculum, instruction, and assessment. Every teacher will need a wide variety of techniques and options.

Around the state, teachers, schools, and districts are exploring a broad range of alternative teaching tools and approaches. These include, but are not limited to:

- Rigorous use of diagnostic systems to identify problem areas and student strengths
- Staffing flexibility to facilitate better student-instructor relationships
- Identification of effective new strategies for the classroom, using different strategies to meet different learner needs
- Adoption of tested model programs
- Collaboration with and expansion of off-site alternative environments

This publication offers ideas on these five fronts from colleagues who have seen alternatives work. By sharing information, we can identify patterns of success, broaden the effectiveness of alternative teaching methods, unleash the creative energy of educators, and encourage greater community participation in our schools. Most importantly, we can assure that all students have an opportunity to achieve Oregon's high standards.

How will this handbook encourage Alternative Learning Options?

We know there are many effective teaching strategies at work in Oregon schools. There are also many national models from which we can learn. This handbook is being developed as an ideas bank, where educators around the state can present their own best practices and learn from what others are doing.

This first installment includes information from the following sources:

Research:

The Office of Curriculum, Instruction, and Field Services staff researched current literature from Oregon and throughout the nation.

Pilot grant sites for Alternative Learning Options:

Eleven Oregon school districts were selected as Alternative Learning Options sites through a competitive grant process. These sites researched and applied learning options, and developed flowcharts and policies to expand opportunities for students. Selected findings, recommendations, and models are included.

• • • For a listing of ALO Grant Sites, turn to page RES-4 • • • • • • • • •

Site Visits and Telephone Interviews:

The Office of Curriculum, Instruction, and Field Services staff visited sites around the state, viewing Alternative Learning Options models and hearing the stories behind the models. Interviews supplied the many quotes highlighted throughout the document.

Alternative Learning Options . . .

- ensure that every young person finds a path to educational success.
- provide choices, to increase motivation and relevance for students.
- recognize the strengths of each individual.
- provide evidence that we're committed as a state to all students meeting high standards.

How can I contribute to this document?

Research, site visits, and informal gathering of information will continue. But future installations of this document will be built primarily on information we get from you. In the back of this package, you'll find the format for sharing your best alternative learning strategies. These write-ups may describe original ideas you've put to work in your classroom, strategies you've borrowed from other sources, multi-teacher collaborations, model programs you've adopted, alternative environments your community has developed . . . anything that works.

There's no deadline — just write them up and send them in whenever you get time. And don't stop at one — send in as many as you feel like sharing. If you prefer, you can send them via the Oregon Department of Education Web site. We hope to get hundreds of these contributions over the course of the next year. When we've gathered enough, we'll publish the next installment of this document.

There's a lot of talk about school readiness — how we're going to make every kid uniformly ready for the classroom and in the same place at the same time. I think we need to talk about school readiness in terms of getting the school ready for any kid who comes through that door. **LT**

This handbook is yours to customize to your needs. We encourage you to put it in a large three-ring binder and to add your own school- and district-specific policies on Alternative Learning Options. You may wish to keep this binder with another Oregon Department of Education publication, "*Teaching and Learning to Standards.*" Together, these two documents provide a solid framework for student success in a standards-based system.

• • • Do you have an alternative learning strategy to share? Please use the Input Form at the end of this document! • • •

Notes

LEGISLATIVE SUMMARY:

When Are Alternatives More Than a Good Idea?

In the 1998/99 school year, Oregon student achievement will be measured against rigorous academic content standards. Schools will report assessment data that demonstrates students' progress toward meeting the standards. This data will provide diagnostic help in our efforts to improve student performance and the effectiveness of our schools.

Educational options for students who don't meet or who exceed the standards

Students who do not meet the standards must have access to educational options to help them reach the standards. Students who exceed all of the standards must have access to educational options to expand their educational opportunities.

> *ORS 329.485 (4) If a student has not met or has exceeded all of the standards at grades 3, 5, 8 and 10, the school district shall make additional services or alternative educational or public school options available to the student.*

The law refers to "additional services or alternative educational or public school options," but does not say exactly what is intended to be included in those services and options. The definition and implementation are left to local school districts. This document provides some information on the many kinds of alternative learning options a school might choose to provide.

Placement of students when alternative learning options are not effective

If after receiving additional services and educational options for one year, students have still not met or exceeded the standards, another level of options is available. With the consent of the parents, the district is required to make an "appropriate placement." As defined in the law, an "appropriate placement" may include "an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student." The district, however, is not limited to these educational options.

> *ORS 329.485 (5) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of: (a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and (b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 339.133 (2).*

Alternative options for at-risk students

The two preceding sections, ORS 329.485 (4) and (5), describe the alternatives that districts must offer to students who are not meeting or who are exceeding all of the standards. In addition, districts continue to have the responsibility under ORS 336.635 to provide alternative options to students who (a) are expelled, (b) have recurring severe disciplinary incidents, (c) attend school erratically, or (d) request through their parent or legal guardian to be exempted from compulsory school attendance under ORS 339.030 (5). School districts are required to offer these students at least two alternative learning options that are "appropriate and accessible to the student."

> *ORS 339.250 (9) Unless a student is under expulsion for an offense that constitutes a violation of a school district policy adopted pursuant to subsection (6) of this section, a school district board shall consider and propose to the student prior to expulsion or leaving school, and document to the parent, legal guardian or person in parental relationship, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances: (a) When a student is expelled pursuant to subsection (4) of this section; (b) Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with a student; (c) When it has been determined that a student's attendance pattern is so erratic that the student is not benefiting from the educational program; or (d) When a parent or legal guardian applies for a student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030 (5).*

Alternative education opportunities for all students

Through Senate Bill 184 and House Bills 2648 and 3544, the 1997 Oregon Legislature revised many of the statutes dealing with alternative education programs. In SB 184, ORS 336.635 (1) was amended to extend opportunities for participation in alternative education programs to all students. The revised laws require that alternative education programs be made available, "[w]hen necessary to meet a student's educational needs and interests . . ." Other changes require private alternative programs to provide instruction toward meeting the Oregon content standards, including administering the statewide assessment to all students.

> *ORS 336.635 (1) When necessary to meet a student's educational needs and interests, the parent or guardian with the approval of the resident district and the attending district may enroll the student in one of the proposed appropriate and accessible public alternative programs or the private alternative programs of instruction or instruction combined with counseling registered with the Department of Education. If the child is determined to be eligible for special education under ORS 343.221 to 343.236 and 343.261 to 343.295, the program must be approved by the Department of Education prior to the placement of*

the student in the program. A student enrolled pursuant to this subsection or enrolled in an alternative program on or after July 1, 1995, because the student's educational needs and interests are best met through participation in such a program shall be considered enrolled in the schools of the district for purposes of the distribution of the State School Fund.

Governor's executive order encouraging alternative education options

On September 23, 1997, Governor John Kitzhaber issued Executive Order No. EO 97 -17 which directed the State Board of Education to "consider the goals of public charter schools and incorporate the above-mentioned goals to the extent possible in administrative rules implementing the alternative education program legislation enacted by the Sixty-ninth Legislative Assembly." In February 1998, the State Board of Education adopted amendments to Oregon Administrative Rule 581-022-1350 to implement the alternative education legislation and to respond to the Governor's executive order.

OAR 581-022-1350 (1) In order to provide innovative and more flexible ways of educating children, school districts may establish new alternative education options within the public school system.

OAR 581-022-1350 (5) School districts shall adopt policies and procedures to approve placing a student in district approved public alternative education programs and district approved private alternative education programs. Such policies and procedures must ensure that: (a) Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs and will include but not be limited to those students identified under ORS 339.250 (9) and OAR 581-022-1110 (5);

These measures make it very clear that Oregon's educational system has a responsibility to help all students reach their full potential. Every public school teacher in the state will have a role in identifying students who need alternative learning options, and in developing the programs and strategies to serve them. For further interpretation of these issues and their classroom-level impact, teachers should look to their school and district policies and procedures.

• • • For the full text of these laws and rules, check the Oregon Department of Education Web Site, http://www.ode.state.or.us • • •

What Districts Must Do

Alternative Learning Options

- Identify and define "additional services, alternative educational or public school options" for students in your district.
- Make available "additional services, alternative educational or public school options" for those students not meeting or exceeding all standards.
- Extend alternative learning options to meet the educational needs and interests of all learners.
- Provide "appropriate placement" for students who after a year of the above "additional services and options" continue not to meet or exceed the standards. "Appropriate placement" may include an alternative education program or transfer to another public school in the district or to a public school in another district that agrees to accept the student.
- Continue to provide alternative options to students who are expelled, have recurring severe disciplinary incidents, have erratic attendance, or whose parents request exemption from compulsory student attendance.

Alternative Education Programs

- Adopt policies and procedures to approve and annually evaluate alternative education programs.
- Adopt policies and procedures to approve placing a student in district-approved public and private alternative education programs.
- Adopt policies and procedures for students, parents, or guardians of students who request that alternative education programs be established with the district.
- Adopt policies and procedures to notify students, parents, or guardians of students of the alternative education laws, availability of existing alternative education programs, and procedures to request the establishment of new alternative education programs.
- Include opportunities for participation by educators, community members, and parents or guardians in the development of policies and procedures as described above.

DIAGNOSIS:

How Do I Select the Best Alternative?

Alternative Learning Options must be offered when a student does not meet state standards or exceeds state standards. Many questions arise as educators seriously consider exactly *what* options need to be offered *when*. Thorough and thoughtful diagnosis is critical to help guide these decisions by answering important questions such as:

- What are the student's current skills and knowledge? (baseline information)
- Has the student made progress? Why or why not?
- What benchmark skills and knowledge has the student acquired?
- Can the student apply these skills and knowledge?
- What areas of the curriculum need improvement/alignment?
- How effective were the instructional strategies used?
- What strategies, programs, and/or resources might improve student performance?
- How will we measure student progress to inform continuous improvement?

In a standards-based educational system, data helps to determine progress toward meeting standards. Data provides feedback in order to adjust and improve upon what we do, as well as to recognize and replicate our successes. Today's educator gathers data from a variety of sources over time, in order to be a student of his/her students. Today's student participates in the assessment process, self-evaluating and reflecting on his/her own learning.

Assessment is a dynamic and participatory part of the learning process, providing information for continuous adjustment and improvement. Intervention can occur anywhere along the continuum, in many different formats. It is important to start with the least disruptive types of intervention first — those that occur within the classroom, through relationship and strategy changes — before moving into more in-depth approaches.

DATA AND INDICATORS TO DETERMINE ALTERNATIVE LEARNING OPTION INTERVENTIONS

What type of data should be gathered to provide a solid diagnosis of the learner? Rather than relying on one or two sources of information, educators must consider several types of assessment and several kinds of information to provide a comprehensive picture of the student. These include, but are not limited to:

- Student self-assessment/interview/survey
- Inventories of learning styles, multiple intelligences, etc.
- Teacher observation
- Anecdotal information from parents and previous teachers
- Performance on in-class assignments or tests
- Building- or district-level assessments or screening, administered at the beginning of the year and later in the school term
- Scores on state assessments

Oregon Statewide Assessment System

In Oregon, students demonstrate progress toward meeting the standards in three ways:

1. State performance assessments of core processes: on-demand assessments to demonstrate writing and mathematics problem-solving abilities;
2. State content tests, which measure core content knowledge using multiple-choice questions;
3. Work samples (classroom assignments scored with the process scoring guides) which assess student abilities to apply core processes such as writing, math problem-solving, and scientific inquiry in the classroom.

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Analyzing Assessment Data

As you review your students' assessment results, consider the following questions about classroom curriculum and instruction.

- Did I spend adequate time instructing that skill?
- Did my materials and activities match the traits tested?
- Did students understand the traits?
- Did students see models of benchmark-level work?
- Did students learn to score their work and then edit and redo in reaction to that scoring?
- Was student work assigned, collected, and then scored using the state scoring guides?

Test results can provide information beyond the quality of individual student performance. Below are questions that can help you analyze your test data.

- How does our school compare to similar schools?
- What percentage of students exceeded, met, or did not meet the standard in each assessment?
- In which traits were students most successful?
- In which traits were students least successful?
- Which students were not successful in meeting the standard?

In looking for patterns, consider the following:

- How are scores related to course enrollment? (How do geometry students' performances compare to algebra students'?)
- Are there patterns in student scores correlated with race, sex, ethnicity, or socio-economic status?
- What trait(s) seemed to cause the most problems for students?
- Which students did not meet the standard in more than one content area? What were those content areas?
- Should you group students according to where they have a weakness and the extent of that weakness?
- Are there identifiable differences between different classrooms of students? (Are students in one classroom strong in ideas and content and weak in organization, while another classroom is strong in organization and weak in ideas and content?)

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EXAMPLES FROM ALO GRANT SITES

In the following pages, we present examples of diagnostic designs from ALO grant sites. The Oregon Department of Education does not endorse these models or recommend that other districts adopt them. They are just a starting point for your own district discussions.

- Part 1: Performance indicators to help identify students who need Alternative Learning Options
- Part 2: Charts that set a course for diagnosing and offering alternatives on a system-wide basis.

Part 1: Performance Indicators

Several of the ALO grant sites created models to help teachers decide when a student needs some kind of intervention or alternative learning approach. All four of the examples that follow are based on analysis of test scores. However, no model relies completely on objective data: any decision to provide alternatives should consider educators', parents', and students' observations and opinions.

Scoring Guides

We've started using a student-oriented scoring guide. The students all have their own copies. We have them denote ahead of time what score they're targeting, challenging them to push themselves to get a four or better. We spend time brainstorming what a score of five looks like. Then they do the problems. For some of them, achieving a four is a real challenge, but they come close to reaching their targets in almost all cases.

To the ones who don't quite achieve their targets, I'll ask, "Do you think this is really worth rating a four?" And they say, "No, not really." So I ask them, "What do you think might be lacking?" And they are able to look at it and say, "Well, I didn't label things very well," or "I didn't explain that part very well." We're hearing kids use the language of the scoring guides: "Yes, I think I did meet it."

I had one that really thought her processes and strategies were worth a five. I disagreed, and it took a while to get away from, "It should be a five because I want it to be a five." But we finally got to where she could grasp the difference between a four and a five: "Well, I could have given you an equation." By letting them identify how to enrich their work, it puts the responsibility on the student, so they don't feel like you're hitting them with hidden agendas. **MS**

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#1
Burns-Hines School District described three levels of performance relative to reading.

- *Benchmark:* for those students whose performance seems to be on target and who are not at risk of delay based on current performance.
- *Strategic:* for those students who need systematic, strategic intervention and monitoring due to increased risk factors and low performance. These students' performance is not as low as students in the intensive group. In general, it is less than one grade level below proficiency for that grade level, based on scored work samples and multiple choice tests. See RIT scores below.
- *Intensive:* for students who are seriously at risk of extremely low performance on one or more measures. The greater the number of measures and the lower the performance, the greater the risk. In general, these students are more than one grade level below proficiency for that grade level, based on scored work samples and multiple choice tests. See RIT scores below.

RIT Scores for Reading and Math

Grade	Intensive (locally determined)	Strategic (locally determined)	Benchmark (state)
4	200 or below	201-207	208
5	207 or below	208-214	215
6	214 or below	215-220	221
7	220 or below	221-226	227
8	226 or below	227-230	231
9	230 or below	231-235	236
10	235 or below	236-238	239

The test-taking environment is so important. I've heard a whole range of stories, from the school that makes kids sit and take tests for hours without a break, to the one that gives them milk and cookies before a test. When students' anxiety goes down, it reduces or eliminates the margin of error. Some kids need to be in a room by themselves, some kids need additional time. **BK**

#2
Central Point School District identified three different performance indicators as triggers for intervention.

- *Level A:* Students are five or fewer points below the designated RIT score and within .5 of the designated score on performance assessments. At this level, students are provided a variety of in-class opportunities offered by the classroom teacher.
- *Level B:* Students are between five and 10 points below the designated RIT score and within one point of the designated score on performance assessments. These students may require specialized support (for example, additional time, classroom-level accommodations, services from support persons such as volunteers, special education providers, etc.). Interventions are determined by a consultation team.
- *Level C:* Students are more than 11 points below the designated RIT score and more than one point away from the designated score on performance assessments. These students may need multiple strategies provided in more than one setting (could include interventions similar to Levels A & B, plus possible change in placement to resource room, Title I, labs, alternative school). Interventions are determined by a consultation team, and often include an IEP.

#3
Canby School District developed this chart based on statewide test scores.

The M scores are state-determined levels to indicate the student has met the standard; the RI and RA scores were developed at the local level. These scores should be used with additional information gathered on the student.

DISTRICT ASSESSMENT LEVEL TESTS

Grade	Reading Spring Scores			Mathematics Spring Scores			Language Spring Scores		
	RI	M	RA	RI	M	RA	RI	M	RA
3	198	201	215	199	202	215	198	201	215
4	205	208	223	207	210	223	205	208	223
5	212	215	231	212	215	231	212	215	231
6	218	221	233	218	221	233	218	221	233
7	222	225	236	222	225	236	228	231	239
8	228	231	239	228	231	239	228	231	239
9	232	235	244	232	235	244	232	235	244
10	236	239	249	236	239	249	236	239	247

RI = Requires Intervention (does not meet the standard)
M = Meets Standard
RA = Requires Alternative (exceeds standards)

#4

Eugene School District provided the following recommendations on using assessments in our standards-based system.

- Identify those learners most likely and least likely to meet standards in benchmark and non-benchmark years. Use this information to direct your selection of appropriate interventions.
- In benchmark years, determine students' performance levels early in the year to provide the most direct and efficient help possible toward success on statewide testing in the spring.
- Capture the data on an ongoing basis. Have an identification system in place in non-benchmark years to identify and provide appropriate services.
- Provide training for teachers and parents to help them better understand testing, including data analysis, alternative learning opportunities, work samples, etc.
- Make sure students understand the benchmarks as well as the scoring guides for the open-ended problems. Students need hands-on practice using the scoring guides to evaluate their own work.
- Over the grades, work with students to help them see how their work moves them closer to passing the benchmarks. Let them see how they and their teachers are all working toward the same thing.

Part II: Charts

The two flow charts that follow show different approaches to diagnosing and offering alternatives on a system-wide basis. They help to determine when different levels of intervention are appropriate. The third chart identifies various strategies and rates them by their impact, cost, benefit, and ease of implementation.

Chart #1: Corvallis School District

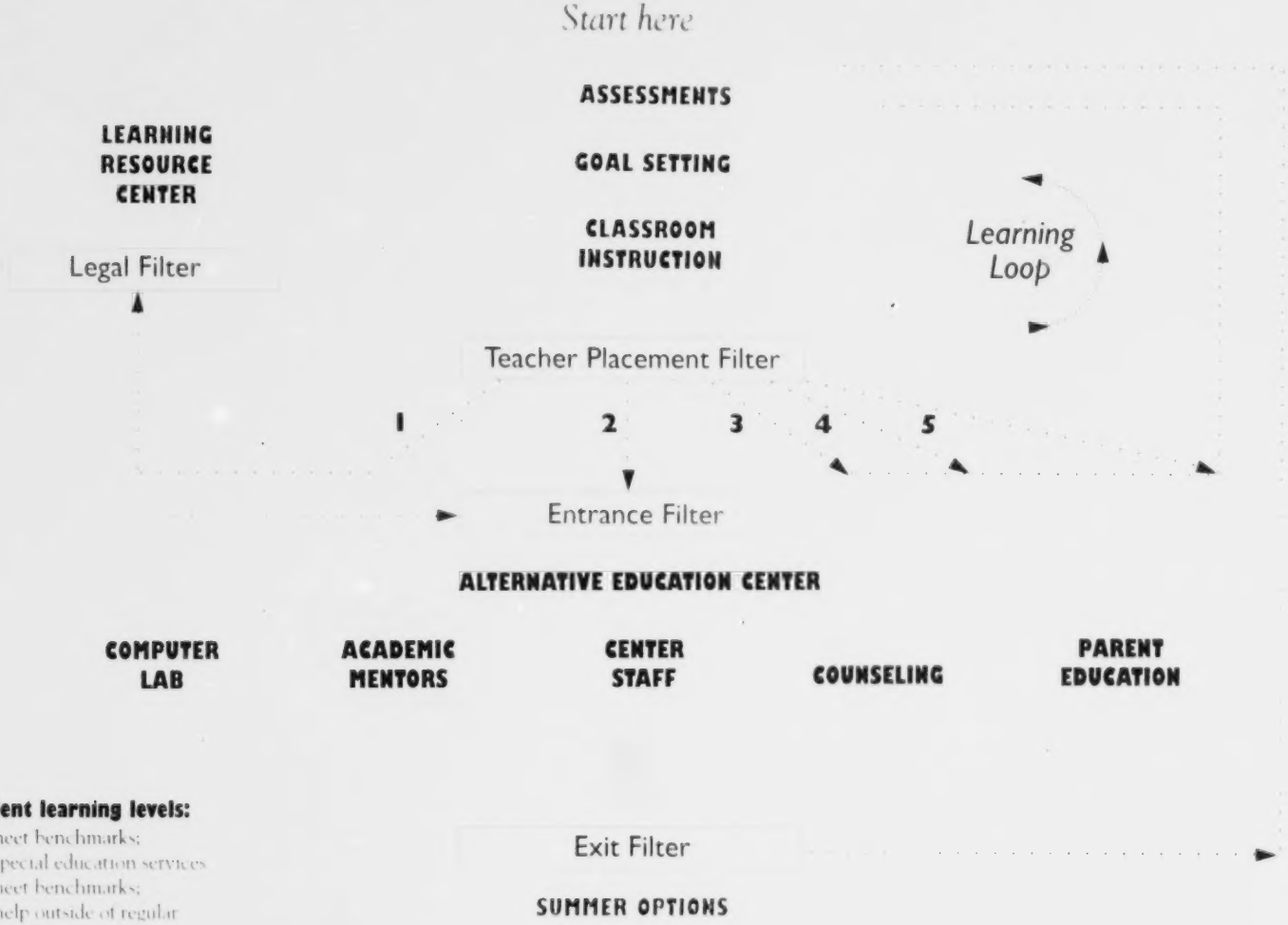
This flow chart begins with *assessment* and *goal-setting* to identify the most appropriate educational program for each learner. *Classroom instruction* is designed to meet learners' needs at all levels and is based on what is known about the learner through assessment and goal-setting. The teacher is identified as the *placement filter* for the five possible student learning levels:

1. Does not meet benchmarks: will need special education services
2. Does not meet benchmarks: will need help outside of regular classroom instruction
3. Very close to meeting benchmarks
4. Meets benchmarks
5. Exceeds benchmarks

For a Level 1 learner, there are *legal filters* to pass through in order to place the learner for special services at the *Learning Resource Center*. At that point, learners at levels 1 & 2 may go through any entrance filters required for placement at the *Alternative Education Center*, which offers augmented student support through the computer lab, academic mentor program, center staff, individual and group counseling, and parent education programs. The *exit filter* for these learners includes ongoing assessment and evaluation which provides decision-making information to determine if the learner needs additional academic support through the *Summer Options Program* (toward moving to levels 3, 4, or 5).

Learners at level 3, 4, and 5 are in a "*Learning Loop*" of ongoing *assessment*, *goal-setting*, and the most appropriate *classroom instruction* to meet their learning needs and goals.

Corvallis School District
Adams Alternative Education Plan



Key to student learning levels:

1 Does not meet benchmarks; Will need special education services
2 Does not meet benchmarks; Will need help outside of regular classroom instruction
3 Very close to meeting benchmarks
4 Meets benchmarks
5 Exceeds benchmarks

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Chart #2: Canby School District

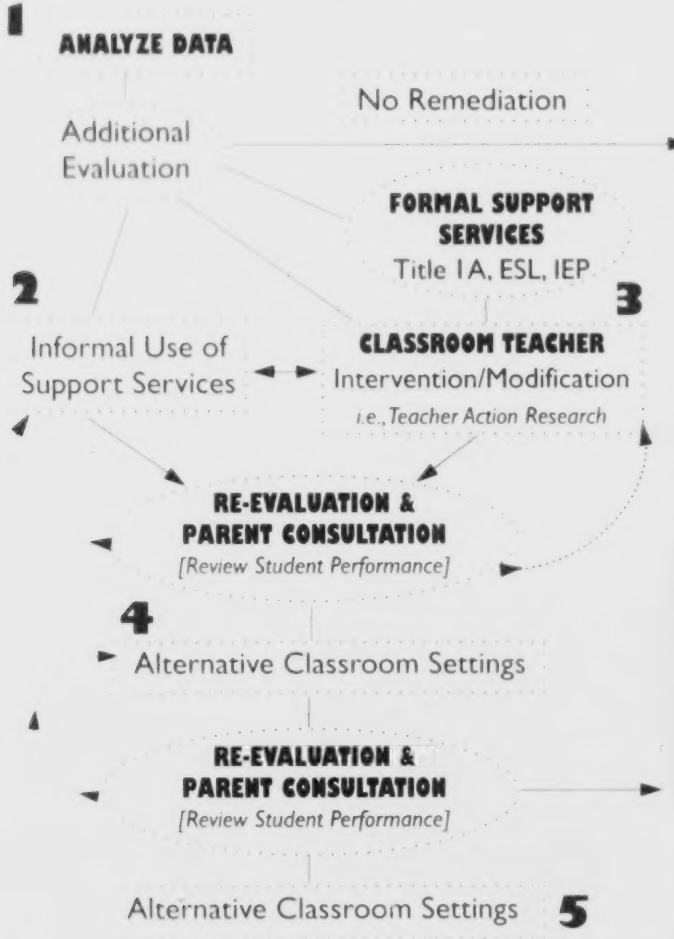
The top of the Canby flowchart shows the learner taking state-level tests. On the left of the chart, five possible activities and interventions (numbered 1-5) are identified for those learners not meeting standards. In the middle of the chart is the target for these learners: "meets expectations" (standards). On the right of the flowchart are five possible activities and interventions (identified A-E) for those learners who exceed the standards.

Activities and interventions:

After *analyzing the data*, consider *additional evaluation* such as consultation with other teachers, review of the files, anecdotal notes, or parent consultation. Consider the use of *informal support services*—consult others on your teaching team, increase parental involvement, provide alternative instructional methods, etc. Also consider *formal support* that might be appropriate for the learner, including Title 1A, IEP, ESL, Speech and Language, and TAG services. Next, consider *classroom teacher interventions/modifications*, such as seating arrangements, presentation of information, school schedule, blended grades, study hall, before/after-school programs, etc. At this point, a *re-evaluation and parent consultation* is called for to determine if the student's learning needs are being met: is there adequate progress towards meeting expectations (for those not meeting standards) or is the learner adequately challenged (for those exceeding the standards). The final step of the flowchart is to *identify and place the learner in an appropriate alternative classroom setting* (may be in or outside of the building) if the previous steps have not met the learner's needs.

Takes State Level Tests

Does Not Meet



Meets Expectations

Exceeds

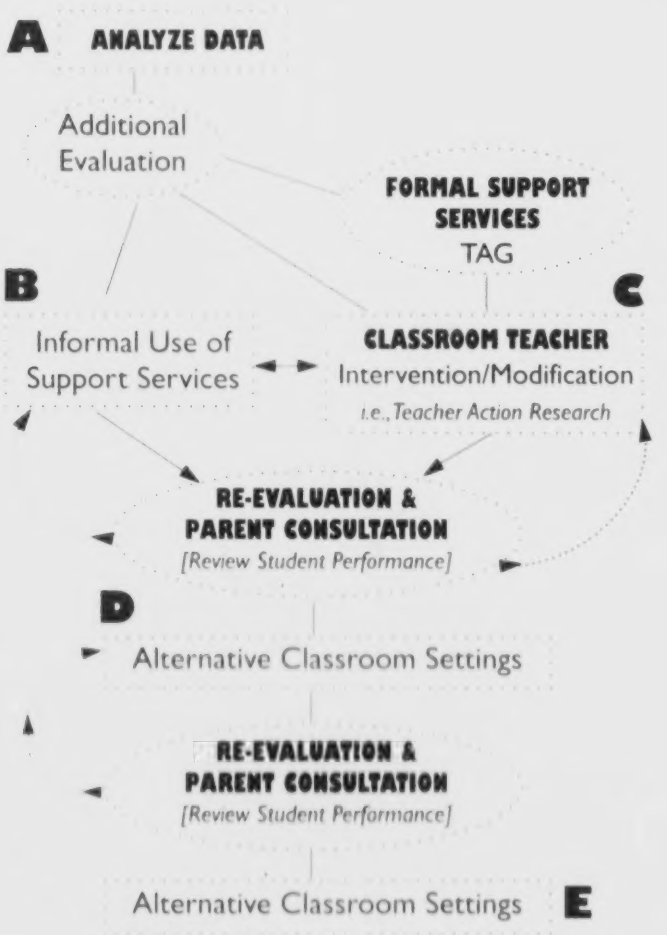


CHART #2

CHART #3: Eugene School District

A "consumers' report" format has been developed in Eugene School District 4J to help teachers and administrators decide which interventions to develop and implement as students fail or exceed the Certificate of Initial Mastery tests and measures. Five variables have been identified to determine appropriateness and fit with students, parents, and teachers at the classroom, building, or district level. The five variables are: **Impact, Benefit, Cost, Implementation, and Validation.**

For each of these variables, a decision has been made to rank them as High, Medium, or Low. (Note: For all but Cost and Implementation, a ranking of High is generally viewed positively.)

All issues were ranked singly on each variable without reference to each other. Presently, only the first four variables have been used to develop the consumers' report. By the end of the school year, many of the interventions also would have student outcomes guiding their selection as a result of the action research.

- **Impact** The degree to which the intervention is noticeable and prevalent when it is implemented.
- **Benefit** The likelihood of success of the intervention to help students succeed.
- **Cost** The cost of the intervention, primarily in terms of fiscal outlay but implicitly in terms of educators' time.
- **Implementation** The ease and feasibility of implementing the intervention
- **Validation** As a function of the action research, outcomes would be generated to determine an empirical basis for selection.

For example, with the intervention "reteaching groups for test-taking skills,"

- The **Impact** could be considered *Medium* (it would be somewhat noticeable in the schedule and by students and teachers),
- The **Benefit** ranked *High* (it would likely eliminate many irrelevant sources of error in taking tests),
- **Cost** ranked *Low* (it would incur minimal cost or require few if any additional resources), and
- **Implementation** ranked *Low* (it would take little time and be relatively easy to teach).

This intervention would therefore be considered a likely first step in providing alternative learning options for students who have failed to meet the benchmarks. It is important to note that some interventions are oriented toward students who have exceeded all benchmarks and would need enrichment activities.

The chart that follows is based on a list of interventions generated by teachers from a high school, middle school, and elementary school. The issues and options are organized from highest to lowest impact.

CHART #3 (continued)

Issue and Option	Impct	Benft	Cost	Impl
Develop an understanding of student background	H	H	L	L
Activities to make teacher-student relationship more personal	H	H	L	H
Review test scores	H	H	L	L
Pre-reading activities	H	H	L	L
Teaching test-taking strategies	H	H	L	L
Give assignments to better prepare them for the testing situation	H	H	M	M
Emphasize "verification," by example, during teaching	H	H	L	L
Problem-solving activities	H	H	H	H
Problem-solving projects	H	H	H	H
Practice problem-solving questions, ie., P.S. Fridays on a regular basis	H	H	H	H
Problem-based thinking. Let them think about it, don't tell answers	H	H	H	H
Independent assignments to work on skills (unpassed)	H	H	H	H
Give kids activities that help them improve reading levels	H	H	M	M
Extra educational opportunities earned for tardiness, etc.	H	H	H	H
Building goals that emphasize CIM standards	H	H	L	L
Explain "what it will take to make it" . . . CIM to incoming students	H	H	L	L
Articulation between and among grade levels	H	H	H	H
Writing and reading across the curriculum	H	H	H	H
Options for students . . . Variety of courses for choices	H	H	H	H
More on skills in all content areas	H	H	L	M
Teach test-taking skills	H	H	L	L
Make graduation requirements = CIM	H	L	H	H
Teacher/Parent conference	M	H	L	M
Parent involvement with teacher and student or other person	M	M	L	H
Student self-evaluation, peer evaluation	M	H	L	L
Older tutors	M	L	M	H
Special classes	M	H	H	H
Alternative school for exceeding/not meeting	M	H	H	H
Hands-on projects	M	H	H	H
Research projects on choice	M	M	H	H
What? So what? Now what? . . . done with assignments	M	H	L	L
Nontraditional integrated areas (classes)	M	H	H	H
Practice tests	M	L/M	L	M
Improve test giving/taking time (more than 1 day)	M	L	M	L
Reteaching groups for test-taking skills	M	H	L	L
Alternative to regular programs for 9th dropouts	L/M	M	H	H
Introduction of note cards	L	L	L	L
9th grade senior advisor program	L	L	M	H
Team teaching	L	H	H	H
Pre-test same as post test. No hidden testing, everything up front	L	L	X	X
Give a prep course that teaches test-taking strategies for benchmarks	L	M	H	M
After-school tutorial/cram class	L	M	H	H
Businesses present their needs to validate need to achieve pass	L	L	H	H

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RELATIONSHIPS

How Can We Reach All Students?

Relationships are key to a student's success. Because learning is often a social activity, young people are highly motivated by the desire to be part of their learning communities. Students need to feel like contributing members of those communities, where their interests, backgrounds, abilities and strengths are recognized and valued.

A student's relationships form a complex web, including peers, teachers, family, other members of the school community, and the community-at-large. It is essential that the student feel connected at many levels, and that the school help build and nurture these relationships.

A comprehensive study of successful alternative schools identifies a school's ability to generate and sustain community as a primary factor accounting for student success (Wehlage et al. 1989). Another study identifies teacher-student interaction as the most significant distinction between public and alternative schools (Raywid 1982). How can public school teachers, with large classes and increasingly varied learner needs, find ways to build relationships and create community in our classrooms? Some ideas follow.

We've seen a big improvement in school-wide discipline, because if students' needs are being met, and if they're being taught in a way that's meaningful to them, they're more likely to respond in appropriate ways. They don't mind doing what you tell them to do if they know that sometimes they get some choice. **GH**

STUDENT-TEACHER RELATIONSHIPS

A teacher sets the tone for the classroom as s/he works to establish and maintain good relations with every learner. Students and teachers rarely have the option of selecting one another. In every class, the mix of personalities, styles, backgrounds, culture, and language makes it very challenging for the teacher to build personal connections.

Sometimes, shared interests and experiences may build a relationship or help to improve a difficult relationship. The teacher might note a student's interest in an activity such as running or rollerblading, and take the time to share his/her own experience. Finding

opportunities to provide positive feedback can also create a relationship bridge. This doesn't mean offering false praise, but recognizing something a student has done that merits a verbal "pat on the back."

The research of Good & Brophy (1995) identifies the key qualities of teachers who are relationship builders. The following questions are derived from that research.

Are You a Relationship-Building Teacher?

- **Do you model self-confidence?** Are you calm in a crisis? Do you listen actively without being defensive? Do you avoid win-lose conflicts and maintain a problem-solving orientation?
- **Do you have a clear sense of yourself as the teacher, adult and authority figure in your classroom?** Are you friendly but not overly familiar with your students? Are you comfortable with the group without having to become a member?
- **Are you patient and determined in working with students who persist in testing limits?**
- **Do you accept the individual, though not necessarily all of his or her behavior?** Do you make this attitude clear to your students?
- **Do you set and act on firm but flexible limits?** Do you provide clear expectations? Do you keep rules to a minimum? Do you encourage students to become more independent and responsible?
- **Are your perceptions of yourself and your students realistic?** Do you recognize that guilt, hostility, or anxiety clouds your perceptions?

Students may forget what you teach them, but they will never forget how you treat them. How do you want to be remembered? **BK**

Challenging Relationships

There are times when a teacher just doesn't get along well with a certain student — when the chemistry simply doesn't work. It may be a child who is too demanding or one who is too reserved. What can teachers do when they face such situations?

Acknowledge that the relationship *is* challenging. Explore strategies to deal with the situation in the best way possible.

- Realize that if you find the relationship challenging, it is very likely the student finds it challenging as well.
- Take time to reflect on what it is that challenges you. Is it something you might be able to help the learner to change (grooming habits? motivational level?) Or is it an intrinsic part of what that student is all about, something very unlikely to change with any practical intervention you might introduce?
- Work with the student to change his/her behavior. For example, if the student's motivational level is low, explore and implement motivational strategies appropriate to that individual.
- Change your own attitude or approach.
- Ask others for advice.

> *We keep a low student-to-adult ratio. The woman who monitors the work portion of our program is in touch with the community, so she's good at finding a mentor for a student who needs someone to take him under his wing. You have to be really structured at developing a pool of people or tapping into existing pools of volunteers. We also have a good strong base of parents coming in.* **SM**

If you have worked to build a positive relationship and still find it a challenge, it may be appropriate to consider options that reduce your contact with one another.

- If you are team-teaching some subjects, ask the other teacher to take the lead in working with that child.
- If a colleague teaches that same class or grade, explore the possibility of the child being placed with that teacher.
- Use school and community networks to establish supportive learning opportunities for the student.

PEER RELATIONSHIPS

Student-to-student relationships can be enhanced in the classroom setting. The teacher can introduce strategies that help students define themselves in terms of the strengths they bring to problem-solving and interpersonal relations. Conducting research, developing projects, writing reports, conducting presentations, and completing complementary homework assignments all present opportunities for students to work together. The teacher must provide guidance and feedback to bring out the best in students as they contend with the challenges of one-to-one and group dynamics (Goldgrab 1992).

Teamwork

Teamwork builds relationships and provides practice of important skills students will eventually need in the workplace. Teamwork is linked to improved academic performance as well as other positive effects such as improved interpersonal skills (Slavin 1986).

Teamwork skills need to be taught. Before students can work together effectively, they must understand how to listen and provide feedback, manage conflict, provide leadership, and work as a team.

Examples of teamwork activities:

- Let student teams prepare and teach a lesson. A complex topic might have several areas to explore, and each team could become specialists in one area to present to others. Provide a template for their lesson plan and varied approaches for presenting their material.
- Offer problem-centered learning assignments. These assignments bring teams of students together to explore complex problems by looking at past, present, and future perspectives of trends, problems, events, and phenomena.
- Create "jigsaw" assignments, ie., each team member develops expertise on one piece of the group's overall assignment. Team members then teach the rest of the group about their pieces, which must be integrated into the team's work in order to complete the task.
- "Think-Pair-Share" is a short team exercise (as short as 5 minutes) in which two or three team members confer briefly to answer a query the teacher writes on the board. Students share their own responses first and then work as a team to develop an even stronger answer.

To manage successful teamwork activities, it's important to consider group size (small is better: two to five students maximum) and establish basic expectations (such as noise level, no put-downs, participation by all). Group goals and roles must also be clearly defined, and all group members should have the opportunity to try each role once.

• • • If you have a particular approach that's helped you build better classroom relationships, please use the Input Form at the end of this document to share your experience. • • • • • •

Peer and Cross-Age Tutoring

Tutoring is a common means of using the relationship factor to improve learning. Tutoring allows students to work at their own pace, in their own learning style, with immediate feedback and correction. Research has shown that with proper training, students can successfully tutor other students. Because they are cognitively closer to their tutees than adults, peers may more easily understand their problems and present material in a way their tutees understand.

Interestingly, student tutors often benefit as much or more than their tutees (Gaustad 1992). They benefit academically from the time they spend reviewing and organizing the material they will teach. Meanwhile, their self-esteem improves as they see their tutees improve. In general, peer-tutoring can create a more supportive classroom environment, where students are more accepting of their classmates.

OTHER RELATIONSHIPS

Parent Involvement

When parents care about what happens at school, their children are more involved and determined to achieve. Teachers can support this crucial link by sharing information freely, and by offering specific suggestions about how the parent or guardian can play an important role in the child's learning. This may occur in conferences where teachers share the expectations of the school and their classroom, and discuss parents' expectations as well. It may happen less directly by setting up scenarios to encourage school-related conversations between parents and their children, through homework assignments that require family interaction. When children see their parents are involved in and respected by the school, it builds a united front between home and school. The following pages offer suggestions and handouts for improving parent involvement.

Relationships are everything. Kids write to me years after they were in my class, and they remember those small things: what a hard-nose I was, the joke I told, the time I took them out to dinner when I heard that someone close to them had died. It's the same with my own educational experience: I was a lot more willing to go the extra mile if I liked the professor, and if I knew my voice was respected. **DL**

Community Involvement

Relationships with adults from outside the school system, in the form of mentoring, classroom volunteering, and providing community- and work-based learning experiences, can play an important part in motivating students. Applied learning research tell us that students learn better when they understand the connection to the real world. As more bridges are built between teachers and community members, our children get a better sense of the skills they need to become successful, productive adults.

Parent Involvement: Getting It and Keeping It

Create a sense of ownership

Agendas for meetings or programs for the parents should come from the parents not from the school. This helps establish trust and demonstrates respect for parent's concerns.

Avoid formal meetings

Informal settings are less intimidating. Role playing and discussion are more meaningful than lectures and "information giving."

Establish a caring environment

Some things that have worked in successful parent involvement programs:

- Talk *with*, not *at* parents.
- Share personal experiences about your own children.
- Don't ask questions that make parents appear foolish or ignorant.
- Provide child care, interpreters, and transportation when necessary.
- Offer refreshments at all events – even if modest.
- Recognize the efforts of parents.
- Set aside a parents' room or place where parents can meet informally.
- Stock the parents' room with information, applications and forms that relate to their needs.
- Make it easy for parents to develop new friendships and social support.

Schedule events at different times

Offer the same event or meeting more than once to provide for diverse schedules.

Prepare school staff with inservice and workshops on ways to reach out to parents

They don't need to be lengthy or expensive, they just need to happen!

Organize special interest groups or committees to work on projects

This allows parents to focus on something meaningful to them, feel productive and develop connections within the school community.

Be generous with recognition and awards

- When parents do something special for the school, mention it in the newsletter and on school bulletin boards.
- Have regular assemblies to reward student behavior and invite parents.
- Make "good news" phone calls when students do well.

Communicate frequently and positively

Stay in constant communication with families:

- Send home a newsletter on a regular basis (each week on the same day is best).
- Send thank you notes.
- Write letters of praise.
- Videotape meetings and let parents know if they missed the meeting they can view it at home.
- Summarize meetings in the newsletter so parents know what they have missed.

Offer Student-Led Conferencing

Student-led conferences can be an effective way to build relationships and increase parent involvement. In the student-led conference, the learner is responsible to prepare for, conduct, and evaluate the effectiveness of the conference. The teacher instructs and supports the learner in designing and conducting the conference. Student-led conferencing can improve parental attendance, increase student responsibility for academic performance, and provide opportunities for the student to improve organizational, oral presentation, and self-evaluation skills.

To assure a successful student-led conference experience, the educator may:

- Provide a framework for students to build upon and prepare their conferences
- Review and discuss all steps and processes of the conference, and share your own conference-leading experiences

- Assist the student in collecting and preparing information
- Describe how to explain and interpret information to be shared
- Provide sufficient time to prepare conference folders and scripts
- Allow time for role play to practice presentations
- Provide feedback on practice sessions
- Notify parents that the learner will be in charge and you will be the facilitator
- Be sure to allow adequate time for a learner-led conference—they generally take more time
- Provide an opportunity for feedback and evaluation soon after the conference (for the learner, parent, and yourself)

Keep a record of parent involvement events

Take pictures, make displays and publicize turnouts to events in which parents participate.

Involve parents in formal decision-making and advocacy roles

Some parents might be interested in your site council, parent advisory committee, the PTA or other committees. Information about these opportunities should continuously be shared. Leadership training may be important to help parents feel ready to be involved in this way.

Establish a network of community resources

Respond to needs of high-risk families by being able to provide referrals when appropriate.

Don't give up when response is not high

Parent involvement is a process, not a program a few times a year. It strengthens the school community and can improve the lives of children – this kind of change develops over time.

Source: Issues: At-Risk Families and Schools. Lynn Balster Liontos, 1992. ERIC

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How to make conferences useful

MEETING WITH THE TEACHER

One of the best ways to support your children is to stay in touch with their teachers, especially through parent-teacher conferences. Here are some ideas to make these meetings successful:

Before the conference:

- Review your children's work and report cards. Write down any questions you have.
- Think about your children's strengths and weaknesses so you can talk about them with the teacher.
- Talk with your children about what's going on at school: what they like best and least, what parts of school are hard for them.
- Send your questions to the teacher ahead of time.
- Bring health records or other documents the teacher or school requests.

During the conference:

- If you feel more comfortable, bring a translator or friend with you.
- Ask the teacher how your child is doing academically and socially.
- Feel free to offer any information, advice, or opinions that you think are important.
- Ask questions when something is not clear or you want to learn more.
- Ask the teacher about his or her plans for teaching your child.
- Ask how you can help carry out that plan: what can you do at home to help?
- Talk about how you and the teacher will exchange news about how your child is doing in school.

After the conference:

- Talk to your child about the conference. Be positive, and point out the strengths you and the teacher discussed as well as areas that need work.
- Talk about the areas you will work on and make plans with the child about how you will do it together.
- Be consistent and follow through with what you said you would do.
- Let the teacher know how the plan is working, and call the school if you need more help.
- Praise your child for working hard to improve and do better in school.
- Ask for another conference, or call the principal, if you want more information.

Be confident! Remember that you are the main supporter of your child and know more about him or her than anyone else. Work together with the teacher and share any information, ideas, and opinions about your child's education. Both families and teachers want children to do well in school!

RMC Research Corporation, Portland, Oregon

Homework Tips For Parents

- Agree with your child on homework rules, such as when it must be done, where it should be done, and what will happen if homework is not completed. Many parents insist that homework be finished before TV can be watched.
- Set up a place for your child to do her homework, such as at a desk in her room or at the kitchen table. Be sure there is good light and that distractions are limited. Have necessary supplies including paper, pencils, and a dictionary available.
- Expect your child to do homework each night. Ask her about homework assignments and show her that you think homework is an important responsibility.
- Try to schedule homework time for when you are at home, so that you may supervise and help your child. If this is not possible, be sure to check her homework each night. Ask her to note any problems that require your assistance.
- Be sure that your child understands all homework assignments. If she has trouble, work out an example with her.
- Don't do your child's homework for her. Instead, work with her and encourage her to complete work herself.
- If your child is in elementary school, check, sign, and date her homework each night.
- Keep track of your child's homework assignments and ask to see the work that teachers have returned. Pay attention to comments and look for recurring problems.
- Be sure all homework is finished in proper form and is in your child's backpack or bookbag before she goes to bed. Nothing starts the day off worse than a mad scramble to complete a forgotten assignment or a hunt through the house for mislaid homework. Failing to complete homework or to take the finished product to school guarantees dissatisfied teachers as well as unprepared students.
- Contact your child's teachers if you don't understand the assignments or if your child has special problems. Also contact her teachers if homework isn't assigned.
- Discuss teachers' homework expectations during parent-teacher conferences and ask how much time your child should spend on homework each night.
- See if your school has a homework policy. If there seems to be a problem with homework in your school—too little or too much—ask your PTA president to discuss homework at an upcoming meeting or to call a special meeting for parents to discuss the topic.
- Don't forget to praise your child for a job well done when she completes her homework and when you see improvement.

From The National PTA Talks to Parent. Reprinted with permission from Doubleday. California State PTA, Parents Empowering Parents

Tips for Reading Aloud

Adapted from The New Read Aloud Handbook by Jim Trelease

- Start reading to children as soon as possible. The younger you start reading to them, the better.
- Try to set aside time every day for reading aloud. You can start with just 10 minutes a day.
- Set aside a traditional time for reading, like before bed or right after a meal.
- Vary the length and subject matter of the books you read.
- Sitting and listening may be hard for some children. Don't give up, keep trying, your effort will pay off!
- Not all books are ideal for reading. Admit it if you've got a dud and switch to something else.
- There's nothing wrong with shortening long descriptive passages if your child's attention span can't take it – monitor and adjust.
- When reading books in more than one sitting, help your child to focus by asking questions about where you left off and what was happening when you last read.
- Encourage thinking by asking child to predict what will happen next, by using clues on the page or in the pictures. Whenever possible, help child make connections between life experiences and what is read.
- Limit TV viewing so there's time to read. Don't compete with television. If you give children a choice between reading and watching TV, they'll probably choose TV (not unlike asking if a nine-year old would prefer vegetables or a donut). Since you are the parent, it's your choice. You might try something like this:

  "The TV goes off at eight-thirty. If you'd like a story before bed, that's fine. If not, that's fine, too. But no TV after eight-thirty."

Have fun! Get close! It's important!

Learning Their Languages

One of the best ways of connecting with non English-speaking students is to speak a little of their language. One of my students told me the story behind one of my first efforts along those lines.

Before I spoke any Spanish, I had Spanish-speaking students. One day I got a phrase book at the library, came into my class and greeted the students with "Boonos dyas." This student, Manuel, went home to his grandmother and told her about the funny thing I'd said. His abuelita asked him, "Did you help him? Did you tell him how he should have said it?" Manuel told her "You don't understand, he is my teacher, I can't correct him." But each day afterwards she'd ask him, "What did he say today?"

The next time we had a parent teacher conference, the grandmother came. She didn't speak any English, she looked like she was 100 years old, but she came in, held out her hand and said "Buenas dias." She was there to show her appreciation on behalf of her grandson for my efforts to use their language. She came to every parent teacher meeting after that. And Manuel, who had a very poor attendance record in most of his classes, never cut my class again. He knew that at the end of every day, his abuelita would ask him what had happened in Mr. Tucker's class today.

People say, "I have eight or 10 languages in my classroom, what am I supposed to do?" There's actually something called the Winchester Middle School Model that offers teachers phrases in 16 languages. They've found a huge advantage in making that basic effort to connect. **LT**

We need more programs like the Oregon Hispanic Migrant Leadership Program, which provides leadership training for students nominated by local migrant projects. A lot of these kids have incredible leadership skills, but because they're linguistically and culturally different, they don't usually qualify for leadership activities that are tied to academic achievement. We either recognize them and channel them into productive aspects of our society, or those skills will develop on the street in gang activity or other activities that we view as undesirable. **LT**

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We have five teaching staff, and we are of similar minds philosophically, but we have five different personalities. Kids tend to gravitate to one or two people. But because of the way we interact as a staff, you can get information about someone who's not necessarily comfortable having that conversation with you. Sometimes those relationships also help to motivate kids who aren't staying on track. They might react better to getting the feedback from a different person than the one who gave them the assignment. **GD**

Communication among Staff

Our full staff gets together every night to talk about what's going on with our students. A lot of our kids are in high-risk, dramatic life situations. They may be supporting themselves, they may be out on their own. Sharing information about students keeps us up to speed, not necessarily because we can do something about what's going on, but just so we can be supportive of them and realistic about how they're going to respond on a particular day.

We also see patterns that tell us whether a person is having a bad class period, a bad night, a bad week, or whether their whole life is turned around. It keeps them from being anonymous. A lot of these kids have been used to just dodging around, trying to keep anyone from knowing what's going on. On the positive side, the lack of anonymity makes them feel like they belong, and on the discipline side, it keeps them from working the system. **GD**

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STRATEGIES:

What Can Be Done at the Classroom Level?

Educators are always interested in learning new strategies. New strategies might help reach that hard-to-reach student, or improve the general classroom approach to better meet the needs of all learners. In the context of alternative learning options, educators are seeking ways to engage those learners who are not meeting or who are exceeding standards. In this section, we share strategies from two sources: an Association for Supervision and Curriculum Development (ASCD) publication called Educating Everybody's Children, and the ALO grant site reports.

Part I: *Educating Everybody's Children*
(Association for Supervision and Curriculum Development)
This section describes general classroom-level strategies recommended from extensive research by an ASCD panel of experts. These strategies will be familiar to most educators; some have been around for a very long time. They cut across content areas, can be blended and used simultaneously, and are easily adaptable. These strategies are a blend of general and specific teaching techniques with classroom applications.

Kids don't develop self-esteem by doing something that's not worth doing — they don't say, "Gee, I really did a great job on this really remedial assignment." You've got to give them a challenge, but one they can achieve. **SM**

Part II: ALO Grant Sites
Grant site participants explored many possible strategies and options that might be appropriate when students do not meet or exceed benchmarks. Several of the sites designed flowcharts diagramming strategies/options to facilitate the selection of the most appropriate alternative learning options. Samples of ALO flowcharts are included in the Diagnosis section, while the strategies and options used as a result are included in this section.

The goal of this section is to provide a starting point from which a teacher can begin to select Alternative Learning Options based on careful diagnosis of student needs. To successfully select and use these strategies, teachers must be well-versed in their content areas. These strategies can be successfully used with Oregon's standards-based educational system.

PART I

This section summarizes strategies identified and discussed in *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners* (ASCD 1995). These strategies have some common characteristics:

- **They tend to be inclusive, not exclusive.**
- **They work best in context with other ideas and concepts, not in isolation.**
- **They often focus on students working within social situations rather than alone.**
- **They empower students to be actively involved in the processes of their own learning, rather than passively receptive.**

Recognizing Exceptional Students

If you look at most of our TAG programs, you'll find a gross underrepresentation of linguistically and culturally diverse students. Talented and gifted kids are in every population, every language group, and the fact that they're not in our programs means we're letting language cloud our view of students.

Language is not a disability, yet we look at someone who comes to us speaking Spanish and a little bit of English as at a gross disadvantage. We should be saying, "This child already speaks two languages!" In our global economy, there's a huge advantage to having a second language and being comfortable working across cultures. Rather than put these kids into some kind of pull-out class, lets find ways to utilize what they bring to our classroom to benefit all students.

We need to start to look at how to make inclusion go beyond physical inclusion, to inclusion in the instruction and activities in the classroom. I've seen so many classrooms where the special needs students are sitting in a corner doing some activity that they might as well be doing in a pull-out environment. There's been little done to prepare the regular classroom teacher to use resource people within their classrooms to include special needs kids in the instruction occurring in that classroom. **LT**

REAL CONTEXT FOR LEARNING

Description: Real context for learning is providing authentic tasks or real-world issues as the context for learning activities.

Why Is It Important? Real context gives learners a chance to solve real problems or apply specific skills such as reading and writing in an authentic context. Real problems are more meaningful and complex than fabricated ones and the context is more engaging and satisfying when tied to real experiences or issues. Students will learn to deal with complexity when given the opportunity to do so. Real context provides a familiar and known context for the student to explore and develop new skills.

Examples:

- Students run a small business and manage all aspects of the business: advertising, accounting, inventory, personnel issues, etc.
- Students identify an issue that interests them and write a letter to a local representative about their concerns. Students identify the issue, propose and explore solutions, gather relevant information, and summarize their findings.
- Students organize and participate in a debate on a current issue.
- Students study a nearby stream and make recommendations to improve the water quality. Their recommendations are forwarded to local water quality control personnel.
- Students participate in community- or work-based activities.
- Students study complex, computer-simulated environments such as microworlds, which are small but complete subsets of a real environment. Microworlds allow students to observe different phenomena and provide input which impacts the microworld. One example is LOGO, a microworld which allows students to explore and discover the world of computer programming via writing commands.

References: Danehower 1993; Hannafin 1992; Marzano et al 1988; Papert 1980 & 1981; Perkins 1989; Resnick 1987; Richardon 1988; Spiro 1991

INTERDISCIPLINARY TEACHING

Description: Interdisciplinary teaching eliminates the boundaries between content areas. In a self-contained classroom, content areas are blended, while content-area teachers might team-teach related material together.

Why Is It Important? Interdisciplinary teaching provides learning opportunities in a more complex yet related context, similar to real-world issues and problems. It requires learners to engage higher-order thinking skills as they synthesize and analyze information. Interdisciplinary teaching allows learners to see the connectedness between things and discover relationships they might not have seen without the information and varied perspectives gained from blending disciplines.

Examples:

- *Thematic instruction* combines several subject areas to focus on a single theme or concept. A 1st/2nd grade blended class, for example, use the theme of the Independence Day to create a slide show presentation, present U.S. History, create maps, measure distances, etc.
- *Problem-centered learning* draws learners into several content areas in order to solve complex problems or questions. One group of learners might be challenged to come up with a plan for placement of new sidewalks around their school. Surveys, interviews, research, measurement, cost-estimates, presentation skills and more must be employed to provide recommendations to solve the challenge.
- *Reading* can be used as the initiating activity to draw students into *writing*. Students then share their writing, which activates *listening* and *speaking* skills via storytelling, dramatic readings, oral compositions, etc.

References: Jacobs 1991; Marzano et al 1988; Strickland 1985

It's my belief that if students don't meet the benchmark, they shouldn't automatically be funneled into remedial classes. They should have a choice as to how to solve the problem. The key is letting them know where they stand, what's going to happen if they don't improve these skills, and getting them to buy in to doing something about it. **SM**

ACTIVE LEARNING

Description: Active learning involves the learner in active, physical participation as part of the learning process.

Why Is It Important? Recall the maxim, "I hear and I forget, I see and I remember; I do and I understand." Active learning promotes *learning by doing*. It provides learners the opportunity to involve multiple senses (sight, hearing, touch) and to engage with their work actively rather than passively. Research has shown that learning is anchored by one's physical experiences, such as a child's understanding of what a block is by handling it, or how addition works by bringing together two oranges and three apples. More complex concepts are understood by activities such as creating a science project to demonstrate centrifugal force or writing and acting out a play on racism. Active learning is a strategy that more fully engages the learner.

Examples:

- Math manipulatives to explore mathematical concepts
- Games in which students teach and practice new concepts and in turn teach others to play the game
- Hands-on lab experiences in science, social science and other content areas
- Field trips
- Writing and acting out a script developed from a book students have recently read

References: Atkins 1993; Brown 1990; Bruno 1982; Cohen 1992; Gruber & Voneche 1977; Hartshorn 1990; Hodges 1994

Participatory Techniques:

Our students tend to do better in participatory activities. Especially those who've been in the mainstream, working with an interpreter, can become very passive in their approach to education, and we have to bring them back into the experience.

When the kids are in high school we get into school businesses. As small as our high school is, we have three businesses operating. The Deaf Press, which is run through the graphic arts department, takes in projects for the community, including a weekly church newsletter and the literary magazine for an English class. Our auto body shop offers the only auto body class in the Salem schools, so we have some public school kids joining us. And we're just starting up a restaurant where we'll serve lunch. The kids involved in that business will get their food handler's license.

It all goes back to the idea that if kids participate and do something real, the learning is much more effective. **JL**

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DEVELOP CRITICAL THINKING/EFFECTIVE QUESTIONING

Description: Teach the skills and provide the opportunities for learners to develop critical thinking skills and effective questioning *techniques*. *Critical thinking* is a process in which learners have a critically alert mind, one that can weigh multiple perspectives, consider varied alternatives, and discern fact from fiction. *Effective questioning* provides information; it is integral to the critical thinking process. Effective questioning involves many skills: structuring questions to gain the information you seek; probing deeper with a well-directed question; knowing when and whom to ask; knowing how long to pause after a query; and knowing how to rephrase a question.

Why Is It Important? Critical thinking is an important life skill. Throughout our lives we will have many experiences that require us to think critically in order to make sound decisions or to gain a thorough understanding of how the world operates. Critical thinking allows learners to frame their own questions and to create meaning by delving more deeply into the content. When students generate their own questions and actively participate in discussions, they have more at stake in the learning process.

Examples:

- Provide students with several articles on the same topic but with contrasting views. Have the learners identify and contrast the views, critiquing the pros and cons of each.
- Assign science inquiry projects.
- Stimulate student discussion by starting with one or two open-ended questions. Prompt with additional questions that present facts or opinions for the students to further respond to, or prompt with a comment that might generate some confusion for the students to sort out. Allow time for reflection: wait-time for some higher level questions can be up to 15-20 seconds. When answers are vague, ask the student to tell you more.
- Provide opportunities for students to make predictions. While reading a novel, ask learners to stop and predict the outcome and explain their predictions. Introduce a historical event, and have learners discuss possible causes leading up to the event. Have them make predictions within the science inquiry process.

References: Adams, 1986; Bransford et al 1986; Brookfield, 1987; Carlsen 1991; Carr 1988; Chi et all 1989; Dillon 1984; Paul 1984

Bloom's Taxonomy

Bloom's Taxonomy describes six increasingly complex levels of interaction with information, which can be applied as a means to thoroughly understand and internalize the information. Each level requires that the learner pose targeted questions in order to achieve the desired cognitive outcome. For example, learners visiting a local business as part of a job exploration unit identify several of the job categories (*knowledge*) and describe what each job entails (*comprehension*). They describe how the skills required for these jobs might be applied in other jobs and settings (*application*). Then learners compare wage levels to skill requirements (*analysis*) and create a model of the most highly desired skills for learners in the current workforce (*synthesis*). Finally, they project skill requirements for workers in the 21st century, and evaluate the possible impact of current economic trends on workers in the 21st century (*evaluation*).

- Knowledge — remembering previously learned material, including facts, vocabulary, concepts, and principles
- Comprehension — grasping the meaning of material
- Application — using abstractions, rules, principles, ideas and other information in concrete situations
- Analysis — breaking down material into its constituent elements or parts
- Synthesis — combining elements, pieces, or parts to form a whole or constitute a new pattern or structure
- Evaluation — making judgments about the extent to which methods or materials satisfy extant criteria

I've found one way to help the children focus is to post a big schedule for the day's activities. It's surprising, but about two-thirds come in and look right at the schedule. If you asked them before they came in what they thought we'd be doing today, they could get pretty close, but just seeing it visually helps them relax and concentrate. **MS**

PROMOTE SCHOOL/FAMILY PARTNERSHIPS

Description: School/family partnerships provide programs for parental involvement at many levels, from decision-making roles to involvement in school and classroom activities to participation in children's educational development.

Why Is It Important? Studies of school/family partnerships agree that:

- The family is the child's first teacher.
- Parental involvement increases student achievement.
- Family involvement produces positive outcomes at *all* levels from early childhood through high school.
- Involving parents connects schools to the community. Involvement may take any form, from participating in school governance to helping in classrooms, on field trips, or in the library.
- Children value things in which their parents are actively involved (in this case, the child's school).

Traits:
Successful school/family programs are characterized by seven traits:

- They are guided by written policies.
- They enjoy administrative support.
- They include training of staff.
- They take a partnership approach.
- They maintain two-way communications.
- They encourage networking.
- They are constantly informed and reshaped by project evaluations.

References: Becher 1984; Education Leaders Consortium 1989; Epstein and Dauber 1991; Henderson 1987; Leler 1983; U. S. Dept. of Education 1990; Williams and Chavkin 1989

• • • For more ideas on improving communications with parents, see REL 6-8 • • •

Parent Involvement

You've got to start thinking of homework as assignments that involve the home. The highest correlation we have with increasing academic achievement is not a method, not a material, not a technique — it's increasing parent interaction with the child about school. That doesn't mean trying to get parents to help with homework. It means starting the conversation about what happens at school.

For example, you're working on a measurement unit. You tell the kids, "Your assignment over the next three nights is to watch whoever makes dinner in your house and tell me how measurement is used in preparing dinner." So they're home, mom's making dinner, the kid's watching her and she says, "What are you doing?" "Homework. I'm supposed to watch you make dinner." "Why?" A whole conversation evolves. Maybe a few nights later she asks, "What is your assignment tonight? What did he say about your last assignment?" It raises the importance of school and creates a connection point.

Parent involvement tends to be one of these nice little add ons. It has generally come to mean having parents do what we as teachers want them to do with their kids. But it really should mean looking at what we can do as educators to connect the home with the school, and the school with the community. If we really look at that, there's a lot we can do and there's a huge payoff. **LT**

Some kids don't want to be called on in public. If they're singled out, they feel like they're being picked on or disrespected. You may think the exact opposite, that you're giving them attention in a positive way. Whenever I want to talk with a kid, to nail him for something or deal with a behavior problem, I call him outside and talk one to one. Of course sometimes that doesn't work. He won't go out, he says "Tell me right here, I'm not afraid." You've really got to know each kid, watch him interact, find out what he likes and doesn't like and what he responds to. And that takes a lot of time and energy. **DL**

USE ACCELERATED LEARNING TECHNIQUES

Description: Accelerated learning techniques are strategies that assist the learner to better encode things into memory. These techniques provide the learner with strong associations using sights, sounds, and/or feelings in order to remember and recall information.

Why Is It Important? Learning requires memory, and memory is built on the association of one thing to another. More facts and experiences stored in memory provide more connections for new learning. When a teacher uses accelerated learning techniques in the classroom, s/he provides associations for learners, helping them make connections to better remember and recall new information.

Examples:

- Chunking, or organizing learning tasks so they can be easily recalled by the learner. Chunking might include breaking down the material to be learned into smaller, more manageable parts or organizing complex tasks into smaller steps.
- Using music or rhyme as memory aids.
- Developing a memory map which visually demonstrates connections and relationships.
- Teaching specific accelerated learning study strategies such as immediate rehearsal of new facts with repetition or a "quick-check" shortly after; review of facts after one hour and again after a night's sleep; review again one week later and one more time one month later.

References: Galyean 1983; Levin 1988 a, 1988b, 1991a, 1991b; Pritchard and Taylor 1980; "Suggestive Accelerative Learning and Teaching" 1985

Acceleration

When gifted children risk boredom and underachievement in the traditional classroom, there is a broad menu of accelerative practices to select from. Recent research suggests that the benefits of a more challenging learning environment far outweigh any potential social or psychological harm that might be caused by acceleration (Rogers and Kimpston 1992). But it's important to consider the individual student, and choose the form of acceleration that matches his or her learning, social and psychological characteristics and needs.

Eleven forms of Accelerative Practice

1. **Early Entrance to School:** a gifted child who shows readiness to perform schoolwork enters kindergarten or 1st grade one or two years earlier than the usual beginning age.
2. **Grade Skipping:** a learner is double-promoted to bypass one or more grade levels.
3. **Multi-age Classroom:** a learner is placed in a classroom undifferentiated by grade levels where he or she works through the curricular materials at a pace appropriate to individual ability and motivational level.
4. **Curriculum Compacting:** the regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out of or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.
5. **Grade Telescoping:** a student's progress is reorganized through junior high or high school to shorten the time by one year. Hence, junior high may require two years instead of three, or high school may require three years instead of four.
6. **Concurrent Enrollment:** a student attends classes in more than one building level during the school year — for example, high school for part of the day and junior high for the remainder.
7. **Subject Acceleration:** a student bypasses the usual progression of skills and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.
8. **Advanced Placement:** a student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out of or receive credit for completion of college level coursework. (Although one such program is actually designated "Advanced Placement," several such programs exist — for example, "International Baccalaureate.")
9. **Mentorship:** a student is placed with a subject matter expert or professional to further a specific interest or proficiency which cannot be provided within the regular educational setting.
10. **Credit by Examination:** through successful completion of tests, a student is allowed to receive a specified number of college credits upon entrance to college. (Advance Placement and the College Level Examination Program are two examples.)
11. **Early Admission to College:** a student enters college as a full-time student without completing high school.

Source: Karen B. Rogers and Richard D. Kimpston, Acceleration: What We Do Vs. What We Know. *Educational Leadership*, Vol. 50, #2, October 1992. Reprinted with permission.

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LEARNING STYLES/PREFERENCES

Description: This strategy involves understanding and incorporating a student's preferred learning style(s) in the learning program.

Why Is It Important? "Instruction that attends to learning or reading styles capitalizes on an individual student's strengths and preferences while simultaneously removing barriers to learning" (Educating Everybody's Children p.29). When a teacher knows and understands a learner's preferred style of learning, s/he can provide the most appropriate learning program for that learner. This might include presenting material in several different ways, for example, saying instructions aloud and writing them. Learners can be provided several different ways to interact with the information, from hands-on activities, to reading silently, to discussing the material in small groups. Varying modes of learning provides more opportunities for learners to take in and process information. Incorporating learning styles and preferences in the learning program capitalizes on the learner's strengths.

Examples:
There are several different theories of learning styles and preferences.

- Howard Gardner's "multiple intelligences" describes seven types of intelligences as a means of recognizing the differences in students' abilities and talents. Gardner's theory broadens the way we view intelligence, giving it many layers beyond the traditional "IQ" definition. His theory describes seven complementary and usually interacting intelligences: the logical/mathematical, linguistic, spatial, musical, body-kinesthetic, interpersonal and intra-personal. While we all possess all of the intelligences, some are more dominant for one person, while others are more dominant for another. Sensory preferences differentiate how we take in information. Some learners understand and retain information when they *see* it (visual learners), others when they *hear* it (auditory learners), while others need to *physically interact* with the information (tactile/kinesthetic learners). The chart on the facing page illustrates Gardner's multiple intelligences theory.
- David Kolb describes four types of learning styles: the *imaginative* learner, who learns by watching, sensing and feeling; the *analytic* learner, who learns by thinking and watching; the *common-sense* learner, who learns by thinking and doing; and the *dynamic* learner, who learns by doing, sensing, and feeling.
- Anthony Gregorc identifies four types of learners: concrete-sequential, who are structured, practical, predictable and thorough; abstract-sequential, who prefer logical, analytical, conceptual, and studious processes; abstract-random, who are sensitive, sociable, imaginative, and expressive; and concrete-random, who are intuitive, original, investigative, and able to solve problems.

References: Boyatzis and Kolb 1991; Butler 1984; Carbo and Hodges 1988; Dunn and Dunn 1988; Gardner 1983; Hodges 1994; Lewis and Steinberger 1991; Perrin 1990

A MULTIPLE INTELLIGENCE APPROACH TO BOOK REPORTS

Choice: you may do any other self-designed project. Know what intelligence it represents and check with the teacher before starting.

NUMBER

1. Make a time line of story events. (Include some little drawings.)
2. Create a science activity based upon the story.
3. Make a chart comparing elements of two stories.
4. Keep track of how often mathematics, science, and problem solving are a part of the story.
5. Make a chart of how often the author uses words other than "said" as credit tags. Use 4 or 5 pages for your sample.

PICTURE

1. Create a 3-D model of the setting.
2. Use a descriptions of a place in the story as your guide to draw a map of the place.
3. Illustrate an event in the story, and write a paragraph to explain that illustration.
4. Use pop-ups to show the setting, main characters, and important events.
5. Create a mind map about the book.
6. Create a word and picture collage about the book.

WORD

1. Make a list of at least 10 difficult words and their definitions. Explain how the author used the word in the book.
2. Write a poem to describe the book.
3. Write (and perform) a news broadcast about the book. You may pretend to be the author of the book as well as the interviewer, or you may present the story as through it is a news story. Be creative!
4. Prepare and give a speech nominating the book for a Newberry Award.

MUSIC

1. Find a piece of music that would be good background music for the book and explain your choice.
2. Choose a song to reflect the main theme of the book.

SELF

1. (Whenever you are choosing which project you will do, you are using self smart.)
2. Do a "reflective" writing about the book. Think about how this book affected you and write or draw the feelings.
3. Explain (in writing or on audiotape) how your life would be different if you were the main character in the book.
4. Compare the main character to you. This can be done in paragraph form, in a chart, in a song, or on audiotape.

BODY

1. Create a game based on the book.
2. Bring in a few objects in a bag which remind you of things in the story. Share the significance with the class.
3. Act out a part of the story for the class
4. Play charades and have the class guess what you are acting out.
5. Create something out of clay that has to do with your book.

NATURE

1. Put the setting into its appropriate environment.
2. Explain how the setting impacts your story.
3. Rewrite your story using a different environment, i.e., forest, desert, city.
4. Do further research of the animal in your story and create a chart of the plant and animal community in which it lives.

PEOPLE

1. Perform a short play about your book with other classmates.
2. Find an important part of the story and read it to members of your family. Have a discussion about why you chose that part and what your family thinks about it. Write a paragraph about your discussion and have your family sign it.
3. Read the same book as a friend and do one of the projects in another smart together.

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LEARNING STYLES

Learning styles describe a learner's preferred style of taking in information: by hearing it (auditory), seeing it (visual), or touching it (kinesthetic). Learning styles can easily be assessed using a written inventory in combination with teacher and learner observation of characteristics. Characteristics, preferences, and strategies to best accommodate each learning style are described below.

	AUDITORY	VISUAL	KINESTHETIC
SOME CHARACTERISTICS	• Enjoy dialogue. • Sub-vocalize. • Use a phonetic approach. • Are easily distracted by sound. • May hum or talk to themselves. • Tend to remember names and forget faces.	• Recognize words by sight. • Possess a vivid imagination. • Distracted by movement. • Tend to remember faces and forget names. • May be quiet and not talk at length. • Learn from watching demonstrations.	• Prefer stories where action occurs. • Enjoy involvement in classroom demonstrations. • Remember best what was done. • Fidget, find reasons to move. • Touch, feel, manipulate as they learn. • Gesture when speaking. • Do not listen well.

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	AUDITORY	VISUAL	KINESTHETIC
LEARNING PREFERENCES	• Learning Style: learn through verbal instruction from self and others. • Reading: enjoy plays, do not always notice illustrations, move lips or sub-vocalize while reading. • Spelling: generally use phonetic approach, have auditory attack skills. • Imagery: sub-vocalize, think in sounds, pay less attention to detail. • Problem Solving: talk out problems, talk through problems, try solutions verbally. • Distraction: easily distracted by sounds, need a somewhat quiet environment. • Communication: enjoy listening but cannot wait to speak, use repetition and long descriptions. • Response to New Situations: talk about what to do, look at positive and negative.	• Learning Style: learn by seeing and watching demonstrations. • Reading: sometimes stop reading to stare into space and imagine scene, intense concentration. • Spelling: recognize words by sight or configuration. • Imagery: think in pictures, visualize in detail. • Distractibility: may be distracted by visual disorder, not generally affected by sound. • Problem Solving: make list and organize thoughts by writing them down. • Communication: generally quiet, do not do a lot of lengthy talking, become impatient when a lot of listening is required. • Response to New Situation: look around and examine the environment.	• Learning Style: learn by doing, direct involvement. • Reading: fidget when reading, prefer stories where action occurs early. • Spelling: often poor spellers, write words to see if they "feel right." • Imagery: not important to them. • Distractibility: not attentive to visual and auditory, seem distractible. • Problem Solving: impulsive, attack problems physically, will select solutions which involves the most activity. • Communication: do not listen well, use gestures when speaking, lose interest in lengthy verbal discourse. • Response to New Situations: manipulate, needs to touch and feel.

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STRATEGIES	AUDITORY	VISUAL	KINESTHETIC
	• Give students the option to take an oral test, a test that is read to them, or a written test. • Give verbal as well as written directions for assignments. • Make good use of the tape recorder. – Students may drill essential information reciting and playing it back (spelling words, social studies, facts, etc.). – Utilize parents, grand-parents and other volunteers to record important reading materials. • Use peer tutors when the students with learning difficulties desires. Students with learning difficulties are good tutors in their areas of strength. • Encourage students to read materials aloud where setting is appropriate: – at home – in areas of room where other students will not be disturbed. • Encourage students to listen to oral reading.	• Use flashcards. • Highlight textbooks or allow students to highlight textbooks. • Provide written directions as well as oral directions. • Keep verbal instructions to a minimum. • Allow written reports in place of oral reports or projects. • Provide study sheets or outlines for material to be tested. • Allow students to type assignments. • Use a time line. • Have students drill and study by the cover/write study technique.	• Allow students alternatives to written reports: – Projects Models Oral reports – Partner reports – Drawings – Dramatizations – Displays • Use role-playing or simulation. • Use manipulative objects. • Use time lines. • Allow the students to move about within reason.

• • • • For more information on learning styles inventories, check the Web sites listed on Res-3 • • • •

Students learn at different rates, in different ways, and it's our job to accommodate them. Most students are very successful at learning the way we've always taught them, but for those students who aren't successful, we look hard at trying to find out what their style is and teach them accordingly. We take a learning inventory every two to three years to identify students' learning preferences. **GH**

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ACTIVELY MODEL BEHAVIORS

Description: Modeling is doing those same behaviors or actions that you assign the learners.

Why Is It Important? Modeling provides students a clear idea of the behavior or action they are learning. It sends a message to the learner that the behavior or activity is important enough that the teacher practices it as well. Modeling demonstrates process and is a very effective way to provide guidelines for learners. Learners can see how steps of a process fit together, hear how to learn from mistakes, or understand how to approach a problem from different angles, all from watching and listening to the teacher.

Examples:

- Establish Sustained Silent Reading, in which the whole school is reading at an appointed and regular time each day.
- Write at the same time your students are writing, and share your process.
- Model preparing to take a test. When do you start? What materials do you gather? How long do you study? Where do you study? How do you memorize?
- Join learners in teamwork such as solving a complex problem. Share with them how you came up with your ideas or why you chose to include some ideas and leave others out.
- Complete a challenging math or science problem on a flip chart and describe aloud your process for each step. When and why are you "guestimating?" How do you test your answer for correctness? What do you do when you get stuck?

References: Costa & Marzano 1987; Marzano et al 1988; Paris et al 1991

We set high expectations. Students turn in an assignment, and if it's not up to snuff it goes back and they have to bring it up to snuff. They realize it's easier to do things right the first time than have to do it again and again. We tell kids right from the beginning, "You cannot fail our class. You can get a no-credit because you didn't accomplish the work at an acceptable level, but you cannot fail. When you finish the class, you'll have some work that you're going to be proud of." **SM**

PART II

ALO Grant Sites: MODIFICATIONS/OPTIONS

FOR STUDENTS NOT MEETING STANDARDS

from the classroom to the community level

This is a collection of recommended strategies from the 11 Alternative Learning Options grant sites. It may trigger new ideas or remind teachers of strategies they've used in the past that might fit a situation they're experiencing today.

CLASSROOM TEACHER

___ Repeat directions.
___ Teach study skills.
___ Offer teacher-provided notes.
___ Offer peer/team-developed notes.
___ Increase active participation.
___ Circulate around the room.
___ Provide visual prompts (board/desks).
___ Provide immediate feedback (students correct own work).
___ Review key concepts frequently.
___ Teach students to attend to advance organizers at beginning of lesson (set objective, purpose)
___ Speak more slowly or loudly.
___ Use classroom contracts.
___ Use cross-age or peer tutoring.
___ Reteach.
___ Pre-teach.
___ Tape lectures/discussions/tradebooks/texts for replay.
___ Use peer partners (buddy system).
___ Use small group instruction.
___ Practice individualized instruction.
___ Use class assignment calendars and class notebook.
___ Emphasize reading/writing across the curriculum.
___ Use differentiated instruction.
___ Use supplemental learning packets.
___ Use manipulatives.
___ Teach to the student's learning style.
___ Have the same teacher keep a class for two or more years.
___ Other: _____

• • • Please use the Input Form at the end of this document to let us know how you've expanded on these concepts or others • • •

SCHOOL OFFERINGS

___ Classes for direct instruction
___ Learning labs
___ Special classes in place of electives
___ Early-bird classes
___ After-school classes
___ Mentor programs
___ Homework club
___ Saturday school
___ Summer school
___ Part-time alternative education class
___ Project work/independent study
___ Job shadowing
___ Change in placement or level
___ Mixed-age classrooms
___ Other: _____

ENVIRONMENT

___ Offer preferential seating.
___ Reduce/minimize distractions.
___ Offer a changing schedule/flexible scheduling.
___ Modify the length of the school day.
___ Offer CyberSchool.
___ Provide the option of changing class or school.
___ Other: _____

INSTRUCTIONAL MATERIALS

___ Reduce the amount of work but not the expectations for standard work.
___ Use more varied materials.
___ Use aids (calculator, word processor).
___ Change skill/task.
___ Use manipulative materials.
___ Use color-coded text.
___ Use books on tape.
___ Use graphic organizers (visual/spatial displays).
___ Highlight text & study guides.
___ Offer large-print materials.
___ Other: _____

SCHOOL/FAMILY RELATIONS

___ Initiate parent conferences.
___ Send daily/weekly reports home.
___ Develop parent contracts.
___ Make home visits.
___ Involve your community/migrant liaison contact.
___ Schedule parent workshops.
___ Other:

STUDENT BEHAVIOR

___ Reteach expected behavior.
___ Examine student success rate.
___ Reinforcing positive behavior (4 to 1 ratio of positive to negative comments).
___ Using mild, consistent consequences.
___ Work with student to set goals.
___ Use individual contracts.
___ Use school-wide reinforcement with target students.
___ Provide group or individual counseling.
___ Develop an objective grading system with daily participation as a percentage of weekly and final grades.
___ Teach the student the grading system (student keeps weekly records of grade).
___ Other:

SELF MANAGEMENT/FOLLOW-THROUGH

___ Post daily schedule in the same visible location each day.
___ Check often for understanding/review.
___ Request parent reinforcement.
___ Have student repeat directions.
___ Teach study skills.
___ Use study sheets to organize materials.
___ Design/write/use long-term assignment guidelines.
___ Review and practice in real situations.
___ Teach a skill in several settings/environments.

SOCIAL INTERACTION SUPPORT

___ Develop peer advocacy.
___ Develop peer tutoring.
___ Structure activities for social interaction.
___ Initiate teamwork activities.
___ Teach teamwork skills.
___ Provide mentorship programs.

REQUESTING CONSULTATION

___ Other (including past) teacher
___ Resource teachers
___ Resource specialist
___ Speech and language specialist
___ School psychologist
___ School counselor
___ Principal
___ Other: _____

REFERRAL TO DISTRICT SERVICES

___ English as a Second Language (ESL)
___ Bilingual classroom
___ Migrant services
___ Attendance
___ Remedial courses or labs
___ Area program specialists
___ Other: _____

REFERRAL TO COMMUNITY SERVICES/PROGRAMS

___ Volunteer services
___ Youth services team
___ Family Services; Mental Health
___ Counseling services
___ Big Brothers/Sisters, Scouts, etc.
___ Community college programs

ALO Grant Sites: MODIFICATIONS/OPTIONS

FOR STUDENTS EXCEEDING STANDARDS

from the classroom to the community level

CLASSROOM TEACHER

___ Independent assignments
___ Compacting the curriculum
___ Learning contracts
___ Resident expert
___ Accelerated curriculum
___ Computer use

SCHOOL OFFERINGS (in building)

___ Advanced Placement courses
___ Distance learning
___ Independent studies
___ Accelerated studies
___ Ability to challenge/pass required class without taking the course
___ Summer school
___ Saturday school
___ Change in classroom placement

ENVIRONMENT

___ Community College or 4-year college
___ Another building in district
___ CyberSchool
___ Other: _____

SUPPORT SERVICES

___ Formal support services (TAG)
___ Informal support services
___ Tutoring
___ Individualized programs
___ Expanded programs
___ Junior Great Books/Junior Great Math
___ Math/science/art clubs

Test Design Strategies

The following ideas are adapted from "Test Considerations," by W. Dover (1992). These are classroom-level strategies for teacher-designed tests.

ESSAY

Identify the knowledge and skills (standards) you expect to be learned.

Before grading any paper, read though several responses to get a feel for how students are responding.

Grade one question on all papers before proceeding to the next question.

After grading one question, shuffle the papers so that no student's paper is consistently scored first or last.

Be sure the students know the meaning of clue words like discuss, contrast, compare, criticize, list.

Provide key words or diagrams.

Specify the proportional value of the questions.

SHORT ANSWER/LISTING

Give explicit directions as to what students are expected to know and be able to do, including what variations will be accepted.

Specify the source of the item: book, lecture, etc., referenced.

Leave enough space for the student to respond right after the question.

Encourage the use of mnemonic devices.

Provide key words or diagrams.

COMPUTATION/PROBLEM SOLVING

Consider what aids and resources will be allowed during the test.

Include a range of problems, from easy to hard.

Avoid repetition of problems covering the same idea, concept, or theory.

Always solve the problems yourself before administering the test.

MATCHING

Always put the entire matching set - stems and options - on the same page.

Include only like material in a set of matching items.

Use not more than 15 items in one matching set.

Never use more than one option per stem.

Avoid having students draw lines.

MULTIPLE-CHOICE

The stem should clearly present the problem.

Direct questions are preferred to incomplete statements.

When testing definitions, use the term in the stem and offer definitions as options.

When making incorrect options, think about the errors or misconceptions the students had in class.

Don't write poor alternatives just to make more - all options should be plausible.

Options should be grammatically consistent with the stem.

Keep all options about the same length.

All items should have the same number of options.

Arrange questions and options vertically.

Allow students to circle the right answer (as an alternative to a scantron).

TRUE-FALSE

Don't use negatives.

Avoid tip-off words (all, always, none) and ambiguous terms (several, seldom).

Have the students write TRUE or FALSE or have students CIRCLE the word (as an alternative to a scantron).

TEST DIRECTIONS

Provide an example of how the student is to respond.

Keep directions simple.

Read directions orally as well as having them clearly written on the test.

Place directions at the beginning of each section.

Be sure that the student clearly understands what is to be done.

• • • For information on multiple intelligences, see STR-12 • • •

PROGRAMS:

What Are Some Models That Work?

In the ideal school system, Alternative Learning Options would be available at every level in every content area. But because of the limits of resources and energy, change tends to occur in stages. The most successful instructional improvement efforts are those that focus on specific parts of the curriculum with a limited number of objectives over a long period of time. (Elmore and Burney 1997). Instructional changes are phased in, with minimal disruption of the school's overall structure and identity. As teachers become more familiar with alternatives, the approach may spread into other content areas and grade levels. On the other hand, teachers in other disciplines may choose different approaches.

There are many models available to help jumpstart alternative learning programs. This chapter identifies 20 models that are skill- and content-focused, meaning they emphasize content in one or more areas, instead of whole-school reform. The models vary widely in cost, content and comprehensiveness. All have been broadly tested in schools around the country, and have shown various levels of success. We offer this listing as a first point of reference, not as an endorsement.

If there's a single textbook that has everything I need to teach well, all wrapped into one nice neat package, I haven't found it yet. You really can't expect any one system to be the absolute end-all answer. You have to pick and choose from what they give you, pull in material from your own resources, and tailor everything to your clientele. **SA**

There are plenty of good reasons for adopting a ready-made alternative learning model. Instead of spending years of trial and error on a locally developed program, you can have teaching and assessment materials, thoroughly tested curricula, and practical recommendations delivered to your doorstep in time for the next school year. The packages generally include training, ongoing support, and networks of fellow users. It may be easier to get colleagues to unify behind a program that's been developed and proven outside the school.

But of course there are drawbacks as well. Many of the programs are quite costly. And though most of these models show impressive results, none of them claim they can "fix" all schools or students. It takes a concerted effort to sift through the choices and find the model best suited to your school's needs. It takes a long-term commitment to adapt your chosen model to the unique circumstances you're bound to encounter.

• • • For ideas on financing alternative learning programs, check the ODE Web site, http://www.ode.state.or.us • • •

The quotes in this section reflect the experience of some teachers who have used national program models and others who have developed local programs. Generally, all are satisfied with the direction they're taking, though they acknowledge the need for patience and perseverance in the first years of implementation. Adopting an alternative learning program is a commitment. The act of making that commitment may be more important than the specifics of the program you choose to pursue.

Just like adults, kids will buy in to something more if they've had a hand in creating it themselves. If we want to help them transition into the real world, we have to let them build their own plans. Our job is to provide the resources that help them create their plans, and the support system to help them fulfill them. **MJ**

Keeping Everyone on Board

Everyone's generally on board with our program. We've had new teachers come on who missed the beginning of the training, but they are young and eager enough that they pick it right up. It is going to be more difficult the farther we get from the initial training, but since it's not a hard model to implement, it shouldn't be a problem.

The ideal is to train your whole staff all at once. It's rare to be able to do that — most schools have to send a few teachers at a time to training, and it takes so long. It's really nice when you can learn it all together and it becomes your common philosophy, what everyone believes in. **GH**

Adopting a Program Model

A three-year study of promising alternative learning program models, *Urban and Suburban/Rural Special Strategies Studies of Educating Disadvantaged Children* (Stringfield et al. 1993) found that alternative learning programs are most likely to succeed under the following conditions:

- Faculty and administration have considered diverse options and chosen a program matched to local needs.
- Principals and central administrators sustain a focus on full implementation plus carefully thought-out local adaptation.
- Technical assistance and staff development are continuing and targeted to specific issues and problems.
- The curriculum is demanding.

These recommendations were derived from the *Special Strategies* study.

- Start with a realistic assessment of your existing program to determine exactly where the weaknesses exist, whether a new program is the solution, or whether another approach might be better.
- Consider many models; research and visit model programs before choosing one.
- Concentrate your resources where they can have the most impact. This study found focusing on the early grades tends to stimulate larger achievement gains than spreading resources more evenly over the elementary grades or in secondary schools.
- Get full buy-in from all stakeholders before adopting the program. Allow "transfer with dignity" for any faculty member unwilling to undertake the reform.
- Make a long-term commitment to targeted technical assistance and staff development.
- Don't lose momentum. Don't quit too soon. Discontinuing one program and substituting another without strong evidence is sure to lead to cynicism among stakeholders.
- Don't let administrative or scheduling barriers obstruct progress.
- Acknowledge that no model will give you a quick fix. Any program will have to be adapted to your unique student base, teaching staff, and administrative priorities. This will probably take at least a year.

REFERENCE PUBLICATIONS

The following publications contain good background information on the most widely available program models.

Results Based Programs Directory, Kentucky Department of Education, Division of School Improvement

Available by mail from:
Windy Newton, Communication Services
Kentucky Department of Education
500 Mero Street, 19th Floor
Frankfort, KY 40601
phone: (502) 564-3421
e-mail: wnewton@kde.state.ky.us
$30

This directory lists 53 nationally recognized high-performing curricula that are aligned to the core content areas. To be included in this publication, the programs were required to document that they produced student learning far greater than many frequently used practices. Specifically, these programs demonstrated increases in student performance of 7 percent or more for two or three years in a row. The compendium includes an abstract of each program, is organized by grade level, and lists each practice's effectiveness, program description, teacher support, equipment requirements, costs, and contact information.

The Three Year Effects of 10 Promising Programs on the Academic Achievement of Students Placed At Risk, Sam Stringfield, Mary Ann Millsap, Elois Scott, Rebecca Herman

Available by mail from:
Sam Stringfield
C.S.O.S.
The Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
NCBE= BE020583
ERIC= ED369854

This report provides an overview of the design and findings from the Urban and Suburban/Rural Special Strategies for Educating Disadvantaged Students Studies. Based on studies of 24 diverse school sites, it includes program descriptions, research references, implementation issues and outcomes for national and locally developed programs including: Success for All, Paideia, Reading Recovery.

What Do We Know: Widely Implemented School Improvement Programs, Margaret C. Wang, Geneva D. Haertel, Herbert J. Walberg

Available by mail from:
Temple University Center for Research in Human Development and Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
phone: (800) 892-5550
fax: (215) 204-5130
This publication is also posted on the World Wide Web at http://www.temple.edu/LSS/csr_info.htm

Temple's Laboratory for Student Success analyzed the defining features of 12 widely disseminated research-based programs that have been implemented for five or more years in at least 50 schools or for 3,000 students. The report includes tables that offer an at-a-glance comparison of the program features and prevalent program practices for a dozen models including:
Core Knowledge, Different Ways of Knowing, Paideia, Reading Recovery, Success for All

Schoolwide Reform Models: What Works?, Olatokunbo S. Fashola and Robert E. Slavin, Phi Delta Kappan

This article is posted on the World Wide Web at www.pdkintl.org/kappan/ksla9801.htm#4a

Nothing is the total answer to every issue that's ever going to come up in a school, but teachers are never hurt by knowing more. You have to go into it with the attitude that the more ideas you can draw from, the better. This is just one more set of information from which to pull. **GH**

This article is adapted from a more detailed review of research on proven and promising programs for elementary and middle schools. Emphasis is on comprehensive schoolwide improvement, but the article includes a strategy for assembling proven programs in specific curriculum areas into whole-school designs. The programs in this study were not chosen by valid evidence of effectiveness, but all programs had at least some anecdotal evidence of creating achievement gains. Models include: Success for All/Roots and Wings, Core Knowledge, ATLAS Communities, Expeditionary Learning/Outward Bound, Modern Red Schoolhouse

Catalog of School Reform Models, Northwest Regional Education Laboratory

Available by mail from:
Northwest Regional Education Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
phone: (503) 275-9515
e-mail: info@nwrel.org
This publication is also posted on the World Wide Web at http://www.nwrel.org/csrdp

This catalog describes 44 reseach-based, effective reform models in two categories: entire-school models and skill- and content-based models. The catalog is not based on original research, and inclusion in it does not constitute a recommendation. However, each catalog entry includes references to selected evaluations and sample sites. There is also thorough information on the origin/scope, description, results, implementation, costs, and special considerations for each program.

Educators have to get better at taking risks and accepting failure. Anytime you try a new idea or program, it's never going to reach 100 percent of the kids. But don't throw the baby out with the bath water. Figure out what segments worked and what didn't. Then regroup, work on it, put in some new pieces, and evaluate again. Failure is good, as long as you use it like industry does — trial and error — to solve problems. Learn to use better observation and diagnosing techniques to immediately adjust and modify to increase your chances for success. **CC**

PROGRAM MODELS

The models described in the following pages are easy to access and have been judged to be effective by the programs' own measurements and by external evaluations. The Oregon Department of Education does not endorse the programs on this list, nor does it intend to suggest that other programs not on this list are ineffective. The programs are organized alphabetically within subject areas. Program descriptions are from the NWREL Catalog of School Reform Models.

PROGRAM MODEL	SOURCES FOR PROGRAM DESCRIPTIONS OR EVALUATIONS				
	Kentucky Dept of Ed	Special Strategies	Phi Delta Kappan	Temple University	NWREL
Multiple Subject Areas					
ATLAS Communities			x		x
Basic Skill Builders	x				x
Core Knowledge	x		x	x	x
Different Ways of Knowing	x			x	x
Direct Instruction	x				x
Expeditionary Learning Outward Bound	x		x		x
Modern Red Schoolhouse	x		x		x
Paideia		x		x	x
Roots and Wings	x				x
Reading/Language Arts					
Breakthrough to Literacy	x				x
Carbo Reading Styles Program	x				x
Reading Recovery	x	x		x	x
Success for All	x	x	x	x	x
Mathematics					
Comprehensive School Mathematics Program	x				x
Connected Mathematics Project	x				x
MATH *Connections*	x				x
University of Chicago School Mathematics Project	x				x
Science					
Developmental Approaches in Science, Health and Technology (DASH)	x				x
Foundational Approaches in Science Teaching (FAST)	x				x
GALAXY Classroom Science	x				x

ATLAS Communities

grade levels: PreK - 12

subject areas: all

general description:
ATLAS Communities is a design for educational reform linking elementary, middle, and high schools as partners in creating a pathway of teaching and learning from kindergarten through grade 12. Its goal is to create a coherent educational program for each student and to help all students develop the habits of mind, heart, and work they will need as informed citizens and productive workers in the 21st century. Thus, ATLAS goes beyond basic literacies, enabling students to develop an understanding of important concepts, to reason, to solve real-world problems, and to cherish others and their environments.

ATLAS addresses dimensions of education that cut across the grade span, across the curriculum, and across the many different constituencies involved in education. In ATLAS Communities, educators, students, their families, civic leaders, business people, and cultural institutions all become deeply invested in the learning process.

For the last five years, ATLAS Communities has been working with pathways of schools in districts across the country to:

- Improve learning outcomes for all students (Teaching and Learning);
- Evaluate student work through a variety of standard and innovative assessment tools (Assessment);
- Engage teachers in serious and sustained professional development (Professional Development);
- Involve families and other members of the community in the education of their children (Learning Community); and
- Reorganize the internal structures and decision-making processes within schools and districts to support all of the above (Management and Decision-Making).

We use a literature-based approach, and we use all the systems: phonics, whole language and basal. Some children are phonetic learners and some words are phonic, you need to sound them out. Some children don't hear those differences real well. There shouldn't be a war over how you teach reading — you need to teach it all. **GH**

These are the key elements of the ATLAS Communities framework. Instead of focusing on selected elements, ATLAS believes that all of the parts must be connected to the whole. In order for school change to be sustained, these elements must be fully integrated.

implementation:

- **Faculty Buy-In:** School and district staffs must support implementation of the ATLAS design, but ATLAS does not specify the process or the percentage who must approve.
- **Initial Training:** ATLAS holds an initial three- to five-day institute on-site for all faculty members from each school in the pathway.
- **Follow-up Coaching:** An ATLAS Site Developer for each pathway provides customized technical assistance, works closely with school and district staff, organizes professional development activities, brokers additional resources as needed, and ensures that the ATLAS framework is in full operation. The ATLAS Community Study Group Specialist works intensively with each pathway during the initial year to launch whole-faculty study groups in the pathway schools.

costs:

The table below provides cost information for districts that will begin implementing ATLAS schools during the 1998-99 school year. ATLAS provides comparable services each year, with cost of living increases in years 2 and 3. In addition to these costs, a district also must appoint a part- or full-time coordinator (depending on the number of schools involved).

Atlas Costs

Year	per school (3 schools)	per school (5 schools)	per school (8+ schools)
Year 1 (1998-99)	$50,000	$45,000	$40,000
Year 2 (1999-2000)	$51,700	$47,200	$42,000
Year 3 (2000-01)	$53,330	$49,600	$44,100

special considerations:

An ATLAS Community pathway typically consists of a minimum of three schools (one elementary school, one middle school, and one high school). ATLAS recommends that districts complete the pathway engagement process three to six months prior to the initial training institute.

nearby programs:

Everett Pathway (1 elementary school, 1 middle school, 1 high school, 1 alternative high school)
contact: Pat Sullivan,
Assistant Principal of Everett High School
2416 Colby Avenue
Everett, WA 98201-2993
phone: (425) 339-4400
fax: (425) 339-4472

contact:

Patty Maxfield, ATLAS Site Developer
c/o Shoreline District Office
18560 First Avenue
Seattle, WA 98155
(206) 361-4221 ext. 4419

Reggie Silberberg, ATLAS Communities
55 Chapel Street
Newton, MA 02158-1060
phone: (617) 969-3440
fax: (617) 969-3440
e-mail: rsilberberg@edc.org
Web site: www.edc.org/FSC/ATLAS

Basic Skill Builders

grade levels: K - 6

subject areas: reading, math, spelling

general description:
Basic Skills Builders is a K-6 program based on the premise that in order for students to master higher level skills, they must first have a solid foundation in core skills. It is also important that they be able to demonstrate their comprehension of core skills with both accuracy and speed.

Some students, particularly those considered at risk, do not always respond to approaches such as whole language or the discovery method. The Basic Skill Builders Project provides a set of classroom procedures that includes clear and high expectations, a sequenced curriculum, rapid exercises, and direct and daily measurements of student progress. Together these tools help students build and maintain fluency in such basic skills as reading, math, spelling, handwriting, and grammar.

Five steps guide the Basic Skill Builders process: (1) teachers select the skill and set expectations; (2) students complete Skill Builder Sheets through one-minute timed practices; (3) students score, record, and chart daily progress; (4) teachers review the charts and make instructional/curricular decisions; and (5) teachers, along with students, manage individual as well as group programs.

Basic Skill Builders is not a specific curriculum, but rather an approach that incorporates accuracy and speed to reinforce any method or approach. It is designed to supplement, not supplant, the core curriculum. It can therefore be implemented across content areas to support and reinforce whatever is being taught. Students need 12-15 minutes per day for skill practice.

implementation:

- **Faculty Buy-In:** None required.
- **Initial Training:** A one-day training program is provided for teachers and support staff. Training and implementation materials include a student materials kit (30 folders, acetate, charts, pens, and sponges); Basic Skill Builder Sheets with answers (1,500 plus blackline masters in math, reading, grammar, map skills, and more); Basic Skill Builders Handbook; and other materials (timers, practice charts, music tapes, etc.).
- **Follow-Up Coaching:** A cadre of certified trainers is available for on-site visitations as well as e-mail and telephone conferences. Building-level coaches are recommended for more intensive training following the initial school-wide training.

costs:
One-time start up costs include a handbook (one per teacher); a student materials kit (one per class); a set of Basic Skill Builder sheets (one set per building); and training costs (one day training fee plus travel). Based on a building of 25 teachers, the total one-time startup costs would be approximately $2,100, or $85 per classroom. There also are continued costs for materials.

special considerations:
This program is based on promoting basic skills through setting high expectations, breaking the curriculum into fine slices, and practicing. Teachers accustomed to constructivist approaches (e.g., whole-language) may not be amenable to the Basic Skill Builders approach.

nearby programs:
Hillcrest Elementary
Suellen Atkinson, Principal
1500 NW 2nd Ave
Oak Harbor, WA 98277
(360) 679-5810

Laura Rice, Director
Special Services
213 Rainer Ave North
Eatonville, WA 98328
(360) 832-3308

contact:
Ray Beck, Project Director
Basic Skill Builders Project
Sopris West
4093 Specialty Place
Longmont, CO 80504
phone: (800) 547-6747
fax: (303) 776-5934
e-mail: raybeck@sopriswest.com
Web site: http://www.sopriswest.com

Measuring Success

Of our third graders, 86 percent met or exceeded the standards last year. And that's in a high-poverty, highly mobile school. We have a 63% free or reduced lunch population, and nearly a quarter of our kids move away and are replaced each year.

But I think the best measure of our success is that our kids are developing a great love of reading. When they've done something special and are offered a reward, they almost always choose a readathon. **GH**

Core Knowledge

grade levels: K - 8

subject areas: all

general description:
Core Knowledge is an approach to curriculum based on the work of E. D. Hirsch, Jr. and described in his books Cultural Literacy and The Schools We Need and Why We Don't Have Them. The focus of the Core Knowledge approach is on teaching a common core of concepts, skills, and knowledge that characterize a "culturally literate" and educated individual. The purpose of the Core Knowledge approach is to increase academic performance as demonstrated on national and state norm- and criterion-referenced tests, to help narrow the gap between academic "haves" and "have nots," and to build consensus among teachers, parents, and administrators.

Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining successful national and local core curricula and through consultation with education experts in each subject area, the Core Knowledge sequence provides a consensus-based model of specific content guidelines for students in the elementary grades. It offers a progression of detailed grade-by-grade topics of knowledge in history, geography, mathematics, science, language arts, and fine arts, so that students build on knowledge from year to year in grades K-8. Instructional strategies are left to the discretion of teachers.

The Core Knowledge sequence typically comprises 50% of a school's curriculum; the other 50% allows schools to meet state and local requirements and teachers to contribute personal strengths. Teachers are also expected to provide effective instruction in reading and mathematics. The Core Knowledge curriculum is detailed in the Core Knowledge Sequence Content Guidelines for Preschool through Grade Eight and illustrated in a series of books entitled What Your (First-, Second- etc.) Grader Needs to Know.

Parental involvement and consensus building contribute to the success of the Core Knowledge Sequence. Parents and community members are invited to be involved in obtaining resources, planning activities, and developing a schoolwide plan. The schoolwide plan integrates the Core Knowledge content with district and state requirements and assessment instruments. Additionally, parents and teachers are encouraged to cooperate in planning learning goals and lesson plans.

implementation:

- **Faculty Buy-In:** The school or school district must obtain the commitment of at least 80% of the teachers who will be involved in the implementation. Implementation requires full school participation for a minimum of three years. Teachers are expected to teach all of the topics in the Core Knowledge Sequence at the specified grade levels.
- **Initial Training:** Initial training consists of a three- to five-day (depending on district needs and resources) on-site intensive training for all teachers and administrators, spread

over the first year of implementation. The training includes an overview of Core Knowledge, development of a schoolwide plan, advice on obtaining resources and parent involvement, and specific unit writing.

- **Follow-Up Coaching:** A variety of workshops, mentorships, and follow-up site visits are offered to help ensure successful implementation. Summer workshops are available focusing on integrating the Core Knowledge Sequence with local curricular guidelines, collaborative planning and lesson-writing sessions.

costs:

Initial training costs average around $6,000 in training fees and travel. The average training session is five days although the session length is flexible depending on the requirements of the school. The initial first year material cost (Core Knowledge curriculum and additional books and materials) averages a minimum of $200 per teacher. The cost of additional material varies according to the resources already available to the school. The Core Knowledge membership fee is $10 per year. Teachers are encouraged to attend the annual conference and regional summer workshops.

special considerations:

Teachers must be willing to implement the Core Knowledge Sequence for three years and to develop and implement a sequential program of skills instruction in the areas of reading and mathematics. The school must develop a schoolwide planning document that contains the Core Knowledge topics and district/state standards.

nearby programs:

Franklin Elementary School
Gail Hill, Principal
750 NW 18th Street
Corvallis, OR 97333
phone: (541) 757-5747

Hamilton Creek School
Richard Lenert, Principal
32135 Berlin Road
Lebanon, OR 97355
phone: (541) 258-6746

contact:

Constance Jones
Director of School Programs
Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902
phone: (804) 977-7550
fax: (804) 977-0021
e-mail: jonescore@aol.com

The research is overwhelmingly clear: we cannot wait until children have enough English to handle their conceptual development; it just takes too long. It changes from child to child, but studies show that on average, for students coming into the US in first grade with an average vocabulary in their own language, it will be five to seven years before they can handle traditional content instruction all in English. We can't have students who are five to seven years behind their classmates in the content area. It's vital to provide conceptual development in the language they understand while they're acquiring English. **LT**

Different Ways of Knowing

grade levels: K - 7

subject areas: all

general description:
Different Ways of Knowing (DWoK) is a multi-year professional development program for teachers, administrators, and other stakeholders that provides an integrated approach to curriculum, instruction, assessment, and reporting. Recognizing that every child has talent and that children learn by doing, the DWoK curriculum provides clear and flexible guidelines for learner-centered classroom practice. Interdisciplinary, non-graded modules integrate social studies and history themes with mathematics, science, and the visual, performing, and media arts.

DWoK is a research-based and tested school reform initiative that attempts to engage and strengthen the linguistic, mathematical, artistic, and intuitive abilities of students in grades K-7. Specifically, it:

- Regards students as creative, capable learners and builds on their strengths
- Provides a framework for hands-on, student-centered learning that guides classroom teaching as well as continuous professional development
- Uses compelling themes to develop the multiple intelligences of children
- Provides the best in children's literature, reference materials, study prints, transparencies, audio- and videotapes, and software from various publishers
- Adapts instruction to include various symbol systems - not only language and numbers, but also the visual, performing, and media arts as learning tools
- Provides skill-building lessons in the context of inquiry-based learning
- Builds a classroom community, encourages shared responsibility for classroom management and learning, and promotes an understanding of democratic ideals
- Offers guidelines and resources to assess students' learning
- Invites active, collaborative reflection by both teachers and students
- Provides a common language for educators to use in creating an educational partnership among parents, school, district, and community

implementation:

- **Faculty Buy-In:** The faculty of each participating school agrees to (1) engage in a multi-year partnership with DWoK; (2) allocate time for professional development; (3) integrate reform initiatives, curriculum programs, and family programs at the classroom level; (4) work to integrate the DWoK philosophy and practices into their reform plans; (5) build an evaluation plan; (6) co-design a support structure and process for sustaining and spreading successful practices; and (7) designate school community and district DWoK advisory teams to work closely with the Galef Institute and participating schools.

- **Initial Training:** Professional development is designed in collaboration with the site in order to best meet local goals and needs. Each year a summer session is held for at least three days for teachers and administrators and is followed by three to four one-day professional development workshops conducted through the first year. Specialists, parents, and community members are included.
- **Follow-Up Coaching:** Schools receive monthly visits from a team of DWoK coaches, who are teacher leaders and artist educators. They observe in classrooms, offer feedback, give demonstration lessons, and facilitate group support study meetings. Over time, this team trains a local team of coaches to build long-term internal capacity.

costs:
Costs are based on the partnership-building plan created with a given district or cluster of schools. The average cost is $35,000 per school for each year of the three-year course of study. For school faculties above 20 there are additional costs for participation, depending on the size and level of involvement. Other expenses include release time for professional development (an average of three days in the summer and four days during the year) and costs to cover teachers' time for curriculum planning, support study groups, and on-site coaching sessions. Any desired independent evaluation, additional leadership training, preservice partnerships with local universities and colleges, and/or summer school program support would add to program costs.

The Institute works closely with schools and school systems to identify diverse funding sources and integrate public as well as private funding resources. Through technical assistance and the creation of practical, written tools, the Institute helps administrators identify and maximize the resources available to them for reform.

special considerations:
DWoK is designed primarily for disadvantaged children and culturally and linguistically diverse school communities. The Galef Institute wishes to work with a group or cluster of schools (within a single district or multiple districts in a state) to encourage networking across school communities. When they consider building a partnership with a school, they work on multiple levels to develop relationships with the district leadership, state leadership and community.

nearby programs: contact the Galef Institute for sample sites in Washington and California.

contact:
Sue Beauregard or Amy Bertfield
The Galef Institute
11050 Santa Monica Blvd., Third Floor
Los Angeles, CA 90025-3594
phone: (310) 479-8883
fax: (310) 473-9720
e-mail: sue@galef.org or amy@galef.org

Direct Instruction

grade levels: K - 6

subject areas: all

general description:
Englemann's theory of instruction is that learning can be greatly accelerated in any endeavor if instructional presentations are clear, rule out likely misinterpretations, and facilitate generalizations. He and his associates have developed over 50 instructional programs based on this theory. Each program is shaped through field tryouts; student errors are carefully evaluated and lessons revised prior to publication. The lessons are carefully scripted and tightly sequenced.

The comprehensive Direct Instruction Model incorporates teacher development and organizational components needed to optimize use of these programs. Through substantial training and in-class coaching, teachers in the lower grades learn to present highly interactive lessons to small groups. Students make frequent oral responses, and teachers monitor and correct errors immediately. Students are placed at appropriate instructional levels based on performance, so those who learn rapidly are not held back and those who need additional assistance receive it. The model calls for inclusion of students with special needs except in the most extreme cases.

Although the Direct Instruction Model incorporates curricula for all areas, its reading, language arts, and math curricula can be implemented separately.

implementation:

- **Faculty Buy-In:** 80% of teachers must agree to follow the specifications of the program and to discontinue any programs that conflict with the Direct Instruction approach.
- **Initial Training:** Direct Instruction's comprehensive training program begins with a one-week pre-implementation session.
- **Follow-Up Coaching:** Implementation managers from the sponsoring contractor visit each school at least four days per month for on-site coaching, classroom observation, and modeling. Managers address problems teachers are having in the classroom, propose specific solutions, monitor progress, and help manage the grouping of students. The sponsor also identifies and trains teachers in schools to serve as peer coaches.

Direct Instruction Training tends to follow a standard timetable. The first year, teachers are trained in diagnostic and instructional strategies, the schoolwide discipline program, and a single subject (usually reading) or pair of related subjects (e.g., reading/spelling). The second year, they are trained in the rest of the curriculum, with continued attention to diagnosis and instruction. The third year, as they master the procedures, they are introduced to more sophisticated techniques for dealing with particularly hard-to-teach students.

costs:
The cost of training services provided by a Direct Instruction provider for a school is usually $65,000 per year for five years. Curricular materials, purchased separately from Science Research Associates, a division of McGraw-Hill, cost approximately $125 per student. Additionally, schools must cover release time for teachers and coaches throughout the school year.

special considerations:
Direct Instruction is most frequently adopted by poorly performing schools in high- poverty areas. Direct Instruction uses highly prescribed curricula and classroom procedures. Instruction is fast-paced and demands frequent interaction between teachers and students. During the first two years of implementation, coaches visit classrooms frequently. Developers estimate that schoolwide implementation of all curricular areas can take three years or more.

nearby programs: Direct Instruction has not provided nearby program contacts.

contact:
Bob Fox
National Institute for Direct Instruction
805 Lincoln Street
Eugene, OR 97401
phone: (541) 485-1973
fax: (541) 683-7543

Bryan Wickman
Association for Direct Instruction
P.O. Box 10252
Eugene, OR 97440
phone: (541) 485-1293
fax: (541) 683-7543

Expeditionary Learning Outward Bound

grade levels: K - 12

subject areas: all

general description:
Expeditionary Learning focuses teaching and learning toward enabling all students to meet rigorous academic standards and character goals. Curriculum, instruction, assessment, school culture, and school structures are organized around producing high quality student work in learning expeditions _ long term, in-depth investigations of themes or topics that engage students in the classroom and in the wider world through authentic projects, fieldwork, and service.

Learning expeditions are designed with clear learning goals that are aligned with district and state standards. Ongoing assessment is woven throughout each learning expedition, pushing students to higher levels of performance.

In Expeditionary Learning schools, teachers, students, and school leadership build a culture of high expectations for all students. Teachers work collaboratively in teams, with regular common planning time to plan interdisciplinary expeditions, critique each others' expedition plans, and reflect on student work and teacher practices to improve curriculum and instruction. To strengthen relationships in the classroom, students stay with the same teacher or team of teachers for more than one year. Teachers and school leadership participate in a sequence of professional development activities.

Schools assess their progress each year and use ELOB benchmarks to drive improvement.

implementation:

- **Faculty Buy-In:** At least 80% of the faculty and all of the school's leadership should endorse adoption of the design.
- **Initial Training:** A two-day leadership institute focuses school leadership on the structural and cultural components of the Expeditionary Learning design. The institute assesses the school's readiness to implement Expeditionary Learning and helps plan schedules, student groupings, teacher teams and related issues. This is followed by a five-day all-faculty institute in which teachers develop and plan learning expeditions.
- **Follow-Up Coaching:** ELOB provides at least 20 days of on-site technical assistance and professional development opportunities every year for the first three years to help teachers align their learning expeditions with state standards and adopt or adapt instructional tools and strategies compatible with the ELOB design. A five-day summer institute helps teachers plan learning expeditions. In addition, professional development events are scheduled throughout the school year.

costs:
For schools with 25 or fewer teachers, ELOB costs approximately $3,150 per teacher in the first year, including $2,000 per teacher to cover ELOB's fee for professional development, technical assistance, and materials and approximately $1,150 per teacher for stipends, travel, and expedition materials. For schools with more than 25 teachers, the per-teacher first-year cost decreases to $2,150 for each teacher after the first 25. Second year costs are typically 10-20% lower, depending on the initial level of implementation, and third year costs 10-20% lower again. Costs continue to decrease in subsequent years.

special considerations:
Schools should provide for 15-20 days of professional development time for each teacher and budget for at least three hours of common team planning time per week.

nearby programs:
Pathfinder Elementary School
David Paul, Principal
Seattle, WA
(206) 933-5380
dpaul@is.ssd.k12.wa.us

Scriber Lake High School
Karol Gadwa, Principal
Edmonds, WA
(425) 670-7270

contact:
Jane Heidt
Expeditionary Learning Outward Bound
122 Mt. Auburn Street
Cambridge, MA 02138
phone: (617) 576-1260
fax: (617) 576-1340
e-mail: janeheidt@worldnet.att.net
Web site: http://hugse1.harvard.edu/~elob

Modern Red Schoolhouse

grade levels: K - 12

subject areas: all

general description:
MRSh works in partnership with schools throughout the country to reinvent the virtues of the little red schoolhouse in a modern context.

At an MRSh school, students master a rigorous curriculum, develop character, and promote the principles of democratic government. These elements of the traditional red schoolhouse are then combined with innovative teaching methodologies and student groupings, flexibility in organizing instruction and deploying resources, and advanced technology as a learning and instructional management tool.

The core principle of MRSh is that all students can and will reach high academic standards. Mastery of subject matter is the only acceptable goal, regardless of a child's background, learning style, or pace. Because students learn at different rates and in different ways, instructional methodologies and time spent on lessons vary. This way, students progress through the curriculum in the ways that are best suited to their individual strengths and abilities.

MRSh strives to help all students achieve high standards through the construction of a standards-driven curriculum; traditional and performance-based assessments; effective organizational patterns and professional-development programs; and effective community-involvement strategies.

The primary tool for monitoring continuing progress is the Individual Education Compact, an agreement negotiated by the students, parents, and teacher. This "educational road map" establishes measurable goals, details parent and teacher responsibility for helping the student achieve, and lists services the school, parents, or community should provide.

implementation:

- **Faculty Buy-In:** 80% of staff must vote in favor of adopting the design.
- **Initial Training:** The first two years, MRSh consultants are on-site approximately 30 days a year, including summer training. Basic training for all staff is approximately 5 days. Training for members of MRSh task forces is 1 day; and leadership team training is 3 days per year.

- **Follow-Up Coaching:** In years two through four, MRSh schools receive on-site technical assistance for 20 days per year in curriculum development and task force activities. In addition, MRSh staff and consultants are always available via hotline, fax, and e-mail to all schools, all times. A full-time field manager is permanently on-site where there are eight or more schools in a metropolitan area. In the second and third years, National Faculty members are available locally.

costs:
A technology coordinator needs to be hired (half-time the first year and full-time thereafter). Substantial computer technology is needed. The costs for that will vary depending on existing equipment and school size. The average cost will range from $25,000 to more than $300,000 over a three-year period. Each school will need $30,000 to $80,000 to provide 10 to 30 days of technical assistance per year, depending on enrollment and location. Teacher stipends or equivalent for five days in the summer and five to eight professional development days during the academic year also will need to be funded.

special considerations:
None.

nearby programs:
Maribeth Phair, Principal
Daniel Bagley Elementary School
7821 Stone Avenue North
Seattle, WA 98103
phone: (206) 729-3290

contact:
Karen White, Production Manager
Modern Red Schoolhouse
208 23rd Avenue North
Nashville, TN 37203
phone: (615) 320-8804
fax: (615) 320-5366

Paideia

grade levels: K - 12

subject areas: all

general description:
Paideia's purpose is to prepare each student for earning a living, being a citizen of this country and the world, and pursuing life-long learning. Paideia educators believe that high academic achievement is expected of all students and that it is society's duty to provide that opportunity. A fundamental belief is that universal, high quality education is essential to democracy.

Instructional goals are based on acquisition of knowledge, development of intellectual skills, and enlarged understanding of ideas and values. These are addressed through three instructional approaches:

- didactic instruction: teacher lecturing which provides opportunities for "acquisition of knowledge";
- coaching: one-on-one instruction from the teacher, which takes place while students work independently at their own level and pace; and
- small group seminars: which usually use the Socratic method of questioning to explore issues in greater depth.

Schoolwide restructuring is necessary to fully implement all three instructional pieces, as Socratic seminars often require longer class periods (up to 2 hours), while coaching may call for smaller classes enabling teachers to spend more time with individuals. The National Paideia Center advocates schools' using locally developed standards. Schools are supported to align program goals and instructional practices to achieve local standards for students.

implementation:

- **Faculty Buy-In:** A yes vote by secret ballot of at least 80% of a school staff is one of the minimum requirements for implementation of the Paideia Program. (See Special Considerations for other requirements.)
- **Initial Training:** Representatives from the NPC provide 25-35 person days of on-site assistance for training and follow-up implementation visits. Usually four days of training are held prior to the beginning of the school year. Training efforts involve all teachers and administrators as well as parents from a school. Paideia facilitators provide on-site training in the Socratic method and support teachers in identifying and building resource materials.
- **Follow-Up Coaching:** NPC staff follow up the original training with monthly on-site technical support.

costs:
Costs for the Paideia Program are determined based on the size and location of the individual school and the number of schools collaborating in the training. Full implementation of the Paideia Program takes three years and is broken down as follows:

- Year 1 (Paideia Seminar): $50-$70,000
- Year 2 (Intellectual Coaching): $40-$50,000
- Year 3 (Assessment): $30-$40,000

These figures are based on a school with 35 faculty members. Costs may vary, however, and are calculated specifically to each school. Paideia also requires one full-time Paideia facilitator.

special considerations:
The NPC is trying to ensure that schools go through a buy-in and adoption process and be accepted by the National Paideia Center before they apply for federal funding. The minimum requirements for implementing the Paideia Program are:

- An introductory presentation by a NPC representative
- A yes vote of 80% of staff in support of implementation
- Start-up costs for training and materials of approximately $50-$70,000 depending on school size
- Designation of one teacher as a full-time Paideia facilitator
- Commitment to a peer-coaching program to support implementation

The approach is designed to avoid a situation in which schools are approved for funding without an informed commitment from the necessary staff needed for high-quality implementation.

nearby programs:
Dan Tharp, Principal
Park Lodge Elementary
6300 100th St, SW
Lakewood, WA 98499
phone: (253) 589-7900

Karen Hanson, Principal
Woodbrook Middle School
14920 Spring St, SW
Tacoma, WA 98439
phone: (253) 589-7680

contact:
Terry Roberts
National Paideia Center
School of Education CB#8045
University of North Carolina
Chapel Hill, NC 27599-8045
phone: (919) 962-7379
fax: (919) 962-7381
e-mail: npc@unc.edu
Web site: http://www.unc.edu/paideia/

Roots and Wings

grade levels: PreK - 6

subject areas: all

general description:
The purpose of Roots & Wings is to create well-structured curricular and instructional approaches for all elementary subjects, prekindergarten to grade 6, based on well-evaluated components and well-researched principles of instruction, assessment, classroom management, motivation, and professional development.

Roots & Wings builds on the Success for All program, initiated in 1987, which provides research-based curricula for students in prekindergarten through grade six in reading, writing, and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services (see description of Success for All). To these, Roots & Wings adds MathWings, a practical, constructivist approach to mathematics for grades 1-5, and WorldLab, an integrated approach to social studies and science emphasizing simulations and group investigations for grades 1-5.

Roots refers to strategies that every child needs in order to meet world-class standards and have good language skills, reading skills, and health. It involves early intervention for at-risk children, research-based curricula with extensive training support, one-to-one tutoring, integrated health and social services, and family support. Wings refers to a curriculum and instruction strategy designed to let children soar. Each school has a full-time facilitator to help implement the program, a Family Support Team to foster community and parent involvement, and a Building Advisory Team to evaluate the entire school climate and advise the principal on general direction and goals.

implementation:

- **Faculty Buy-In:** A school entering the program must have 80% or more of its staff in support of adoption.
- **Initial Training:** For each component, all teachers receive detailed manuals supplemented by three days of training at the beginning of the school year provided by Roots & Wings trainers.
- **Follow-Up Coaching:** Throughout the year, follow-up visits are made to the school by project trainers who visit classrooms, meet with school staff, and conduct presentations. The staff development model used in Roots & Wings emphasizes relatively brief initial training with extensive classroom follow-up, coaching, and group discussion. The building facilitator also organizes informal sessions to allow teachers to share problems, suggest changes, and discuss individual children.

costs:
Roots & Wings is typically funded by reallocating existing Title I, state compensatory, and special education funds in high poverty schools. The program facilitator and tutors required by the program generally come from existing school personnel, such as Title I-funded teachers. During the first year, schools typically implement the Success for All reading program, which averages about $70,000 for a school of 500 students (see the description of Success for All), for details). The second year, schools generally add either MathWings or WorldLab, with costs dropping slightly. The third year, they implement the remaining component, and costs drop slightly again. Costs are lower for districts near locations of Roots & Wings trainers, for districts implementing the design in multiple schools, for schools implementing only a portion of the design, and for smaller schools.

special considerations:
Roots & Wings primarily works with schools located in areas serving disadvantaged students and therefore is particularly appropriate for schools with large Title I and other federal programs (e.g., Bilingual Education, Special Education).

Because demand for Roots & Wings/Success for All is expected to exceed capacity in 1998, the project will set priorities to work with districts it is working with now, with districts near training centers, and with districts or regions willing to bring on clusters of schools (4+). Any school interested in adopting Roots & Wings/Success for All should begin the awareness and application process immediately.

nearby programs:
There are no Roots and Wings programs in Oregon or nearby states. Contact the program for sites in other parts of the country.

contact:
Roots & Wings
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
phone: (800) 548-4998
fax: (410) 516-0543
e-mail: info@successforall.com
Web site: http://www.successforall.com

Breakthrough to Literacy

grade levels: K - 2

subject areas: reading

general description:
Breakthrough to Literacy focuses on teaching pre-kindergarten through second grade students to relate oral language and pictures to print. The program provides each child, at his or her level of language/literacy development, stories and access to direct and explicit instruction for phonemic awareness. This is achieved through the use of "big books," pupil books, and computer modules.

The typical Breakthrough classroom focuses on one big book per week (10-15 minutes per day). The book is read to the children every day with a different objective. On Monday, for example, the objective is introduction. The teacher introduces the author and illustrator and reads the book to the students. They discuss what they liked or disliked about it and then the teacher reads it again. On Tuesday, the objective is review. The teacher asks the children to recall what they learned the previous day and to role play based on the story's characters. Wednesday, integration is the focus. The children are asked to relate what they've learned to something in their own lives. And so on through Friday.

Children also spend 15-20 minutes per day at the computer making connections between what they have "read" and what they see on the computer screen, and vice versa. When the teacher chooses a new big book, the children have already seen those words on the computer several times. This combination of literature-based instruction and instructional technology is intended to help the children develop better phonemic awareness, enhance their vocabulary development, and promote an understanding of sound-symbol relationships. Children progress through the program at their own pace due to daily one-on-one sessions with teachers and computers.

The program does not end in the classroom, however. Parents are urged to read to their children and have stories "read" to them every night.

implementation:

- **Faculty Buy-In:** Principals, teachers, and superintendents attend a meeting to decide if they want to use the program. The teachers must have support from the district and administration in order for the program to be successful.
- **Initial Training:** Training begins with a two-hour overview for the principals. The teachers receive a full day of training to help them set up Breakthrough to Literacy in their classrooms. This session is scheduled immediately before implementation. Literacy coaches, who are located close to the implementation sites, join the teachers on their first day of implementation.

- **Follow-Up Coaching:** Four weeks after implementation, teachers spend another full day of training learning how to further integrate Breakthrough to Literacy in their classrooms. Eight weeks after implementation, the teachers attend a final full-day session learning to interpret Breakthrough to Literacy reports and developing specific lesson plans.

costs:
Each classroom must have 2-3 computers and a printer. The computers need software that supports Breakthrough to Literacy software, which contains 24 stories and over 4,100 lessons. Each classroom receives 40 Big Books, 32 six-packs of little books, and 24 take-home books for each child. The estimated cost per classroom is approximately $9,500. Most funding is provided at the district level; however, some grants are provided to get the program up and running in some schools.

special considerations:
Breakthrough is designed particularly for low-income, inner-city, and rural students, including Title I children, although it has been used with children of all economic levels. Parents must be willing to play a role in their child's literacy development.

nearby programs:
Mirror Lake Elementary School
Mike Nelson, Principal
625 S. 314 St.
Federal Way, WA 98003
Telephone: 253-839-4600
FAX: 253-839-9710

contact:
Henry Layne
The Wright Group
19201 120th Avenue NE
Bothell, WA 98011
phone: (800) 523-2371 ext. 3433
fax: (425) 486-7704

Carbo Reading Styles Program

grade levels: K - 8

subject areas: reading

general description:
The philosophy behind the Carbo Reading Styles Program (RSP) is to increase student literacy by making the process of learning to read so easy and enjoyable that students become motivated, confident, fluent readers in short periods of time. Research conducted by Carbo and her colleagues indicates that students have different learning styles for reading or "reading styles" that predispose them to learn far more easily with particular reading techniques. Therefore, no single reading method is best for every child, since children's individual strengths and interests vary widely. Consequently, teachers must master a wide range of reading strategies so that their reading program accommodates their students' varying reading styles. For example, many poor readers are global, tactile, kinesthetic learners. An ideal reading program for these youngsters would include large amounts of activity and holistic reading methods (e.g., choral reading, echo reading, recorded books).

To implement the program, RSP requires schools to use several key materials and strategies, including the Reading Style Inventory (RSI) and the Carbo Recorded-Book Method. The RSI provides teachers with a compact profile of a student's key strengths and weaknesses. It lists the top reading methods, materials, and strategies to best meet the student's instructional needs. The RSI also provides teachers with a three-page, in-depth profile of a student.

The Carbo Recorded-Book Method is an integral part of RSP. After identifying books or reading materials of high interest to students, the teacher divides the materials into small segments. These segments are recorded onto a tape cassette in short phrases at a slightly slower speed than normal. The student listens repeatedly to the recording, later reading the passage aloud to the teacher. Carbo believes the recordings enable "any student to read immediately" and help to build a child's confidence. Also, students are reading something they find genuinely interesting.

implementation:

- **Faculty Buy-In:** Teachers and administrators must possess a strong desire to improve their school's reading program. While it is possible for a single teacher to implement RSP at a high level, whole-building commitment brings higher levels of student success. No majority vote by school staff is required.
- **Initial Training:** A five-day training package is available, with additional days of technical assistance as requested by schools. Technical assistance includes team building, coaching, principal support, consultation, evaluation, follow-up training and demonstration lessons.

- **Follow-Up Coaching:** RSP trains one or more in-district reading styles facilitators to serve as ongoing support for the program.

costs:

Fees for RSP depend on the number of teachers and students participating, as well as the materials already available within a school or district. In general, however, the enrollment cost for the five-day training (including all training materials) is approximately $9,500 for 30 school faculty, plus $150 for each additional person. In addition to this, travel-related expenses may vary from approximately $1,000-$3,000, depending on the number of trips and the amount of travel required of the trainer. Classroom materials for the program cost about $250-$500 per teacher for the first year, and $200 per teacher for the second year. A one-time expense of approximately $4,000 may be required for a tape duplicator and a laminating machine for building use. The development of a Carbo Reading Styles Model School costs approximately $12,000-$20,000 beyond the fee for a standard five-day training.

special considerations:

The the majority of students are minorities from low income communities. The RSP program requires the following resources: Reading Style Inventory materials (text booklets and disks), Carbo Recorded Books, one listening center per classroom, one good-quality tape recorder for every five teachers, at least three to five tape players with headsets per classroom, at least 100 blank tape cassettes per classroom, one RSP Overlay Key per classroom. Teachers are also encouraged to create comfortable reading environments for students; for example, many RSP teachers have brought couches and pillows into the classroom.

nearby programs:

Howard Elementary School
contact: Pam Zaklan
286 Mace Road
Medford, OR 97501
phone: (541)776-8831

Roosevelt Elementary School
contact: Ginny Hicks
112 Lindley Street
Medford, OR 97504
phone: (541) 776-8854

contact:

Marian S. Gordon
National Reading Styles Institute
P.O. Box 737
Syosset, NY 11791
phone: (800) 331-3117
fax: (516) 921-5591
e-mail: nrsi@mindspring.com
Web site: http://www.nrsi.com

Reading Recovery

grade levels: 1

subject areas: reading

general description:
Reading Recovery is an intensive early intervention literacy program. First-grade children who score in the lowest 20% of their class (based on individual measures of assessment and teacher judgment) are eligible to participate. Their regular classroom instruction is supplemented with daily one-to-one, 30-minute lessons for 12-20 weeks with a specially trained teacher.

Reading Recovery lessons provide children with individualized instruction that focuses on their strengths, experience with books and stories, accelerated learning expectations, and strategies that help them become independent learners. Each day, Reading Recovery teachers record the details of every lesson they provide. Instruction continues until participants can read at or above the class average, and demonstrate the use of independent reading and writing strategies. The student is then "discontinued," thus providing the opportunity for another child to enter Reading Recovery.

Typically, Reading Recovery teachers spend a half-day teaching Reading Recovery lessons and a half-day in other instructional activities. Each Reading Recovery teacher is expected to serve at least eight children over the course of one academic year.

implementation:

- **Faculty Buy-In:** Sites make commitments to train teacher leaders and teachers, and to continue the program beyond the initial training year. Continued collaboration between Reading Recovery professionals and classroom teachers is critical.
- **Initial Training:** Initial training for teacher leaders, who are post-master's degree teachers, takes one year, provides 21 graduate credit quarter hours, and is located at one of the 23 University Training Centers. Initial training for Reading Recovery teachers includes a year-long program of training provided by trained teacher leaders. This training provides the teachers with nine graduate quarter credit hours. It includes weekly training, teaching, and reflective and analytical discussions.
- **Follow-Up Coaching:** Following the training year, teacher leaders participate in professional development programs provided by the University Regional Training Centers. Trainers from these centers are available to assist the teacher leaders as needed. Reading Recovery teachers are expected to participate in continuing contact with the teacher leader, which consists of a minimum of six sessions. Teachers also are encouraged to attend at least one Reading Recovery conference during the year.

costs:
Reading Recovery costs include those associated with the establishment of a site and the ongoing costs of site maintenance. Start-up (one-time) costs include the salary of the teacher leader in training, tuition (estimated at $1,200), books and materials ($2,000), living expenses for the teacher leader in training while at the University Training Center, and the cost of building a one-way glass and sound system (estimated at $2,500) at the new site for teacher training. Following the teacher leader training year, costs include professional development for the teacher leader, site staff support, tuition for teacher training, and training materials. Teacher costs include materials, supplies, and tuition. The Reading Recovery trademark is royalty free and dependent only on meeting established guidelines and standards.

special considerations:
In addition to serving any student with demonstrated need, Reading Recovery training and materials are also available in Spanish (Descubriendo La Lectura).

Some training outside of school hours may be necessary, and may include travel. Reading Recovery involvement requires parental permission. This permission includes a commitment from the parent to assist the child in daily reading activities as a follow-up to the daily Reading Recovery lesson. Schools and parents must be willing to have students transported to the "behind the glass" sessions for lessons during the training and continuing contact process.

nearby programs:
Delake Elementary
contact: Lin Colwell
540 NE Hwy 101
Lincoln City, OR 97367
(503) 994-8191

contact:
Jean E. Bussell, Executive Director
Reading Recovery Council of North America
1929 Kenny Road, Suite 100
Columbus, OH 43210-1069
phone: (614) 292-1795
fax: (614) 292-4404
email: bussell.4@osu.edu

Success for All

grade levels: PreK - 6

subject areas: reading

general description:
Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

implementation:

- **Faculty Buy-In:** 80% of a school's professional staff must vote on a secret ballot to adopt the program.
- **Initial Training:** In April prior to implementation, the school's principal and facilitator attend a week-long training session at Johns Hopkins. In August, project staff members visit the school for three days of intensive training for the full school staff.

- **Follow-Up Coaching:** Over the first year of implementation, trainers conduct numerous follow-up visits to introduce new components of the program to teachers and to work with the facilitator, who, over time, assumes most of the coaching and problem-solving responsibilities.

costs:

Success for All is typically funded by reallocating existing Title I, state compensatory, and special education funds in high poverty schools. The full-time facilitator and tutors required by the program generally come from existing school personnel, such as Title I-funded teachers. Costs for materials and training vary according to school size and other factors, but average about $70,000 during the first year, $28,000 the second, and $21,000 the third (estimated cost for a school of 500 students; add or subtract $65 per pupil over or under 500). Costs are lower for districts near locations of Success for All trainers and for districts implementing the design in multiple schools. Success for All staff work with schools and districts on how to use Title I, other compensatory education, special education, and state, local, and foundation sources to implement the design.

special considerations:

Success for All schools, with districts near training centers, and with districts or regions willing to bring on clusters of schools (more than four). Applications for a given school year must be filed before April 1 of the preceding school year.

nearby programs:

Betty Cobbs, Principal
Garfield Elementary
23rd and Pine Streets
Everett, WA 98201
phone: (206) 339-4330

Tom Prentice, Principal
Tyee Park Elementary
11920 Seminole Road
Tacoma, WA 98499
phone: (206) 589-7820

contact:

Success for All
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
phone: (800) 548-4998
fax: (410) 516-0543
e-mail: info@successforall.com
Web site: http://successforall.com

Comprehensive School Mathematics Program

grade levels: K - 6

subject areas: math

general description:
The Comprehensive School Mathematics Program (CSMP/21) is a K-6 elementary mathematics program that focuses on problem solving and concept development. Its approach is designed to help even very young children grasp mathematical concepts and ideas through the use of a variety of situational teaching methods. These include graphic, non-verbal "languages"; colorful and unusual manipulatives; and even fantasy stories to activate the imagination of young children and engage them in an exploration of mathematics.

CSMP emphasize a three-level approach to learning: understanding content and applications; developing techniques and processes for learning content; and applying the appropriate means to solve problems. The idea is that mathematics is best learned when applications are presented that are appropriate to students' levels of understanding and to their natural interests.

implementation:

- **Faculty Buy-In:** To implement this program, a school or district should appoint a CSMP coordinator (district math coordinator, lead teacher, math specialist) and agree on an implementation plan that provides for teacher in-service, evaluation of the program, technical assistance, and support services.
- **Initial Training:** CSMP recommends special preparation on the part of teachers before implementation. There are two basic workshops one for the primary (K-3) program and one for the intermediate (4-6) program. Each workshop covers an introduction to the program and its pedagogical tools. There is also time for discussion on classroom management, organization, assessment, parent communication, and so on. CSMP offers several different types of workshops: one-week programs for district coordinators who will in turn train their local teachers; direct inservice workshops at district locations; and courses at some educational institutions based on the CSMP inservice workshop model. Depending on the grade level of implementation, between 12 and 30 hours of in-service are recommended.
- **Follow-Up Coaching:** CSMP staff are available for follow-up visits to provide additional staff development, give demonstration lessons, work with the local coordinator in providing support to teachers, or provide other technical assistance.

costs:
Every CSMP implementation has costs for materials and training. There are no special equipment costs except that the program assumes a number of usual classroom items such as calculators and some common manipulatives.

Printed material includes extensive teachers' guides with suggested student-teacher dialogues for each lesson; student storybooks, workbooks, story-workbooks, and worksheets; and in-service teacher training kits for local coordinators. In addition, most essential demonstration material, instructional tools, and manipulatives are either provided with classroom sets or are common mathematics materials. Classroom installation prices (1997) for one teacher and 30 students range from $175 for kindergarten up to $495 for sixth grade.

If a district sends a coordinator to McREL or elsewhere for training, it must pay for travel and materials; however, the training workshop itself is usually free. That coordinator can then train local teachers. Expenses connected with local inservice differ from district to district according to policy on inservice pay, substitutes, etc. If a district has its teachers trained directly by a CSMP staff member or affiliate, there is a training fee (negotiated) plus expenses.

special considerations:
Schools implementing CSMP/21 should plan for the preparation of teachers (workshops) and expect that teachers will need time to get familiar with the spiral approach, the languages and tools, and the classroom materials.

nearby programs:
McKenzie Elementary
contact: Jim Fanning
Finn Rock, OR
phone: (541)822-3315

Laurelhurst School
contact: Nancy Conrad
Portland, OR
phone: (503)916-6210

contact:
Clare Heidema
McRel -CSMP
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
phone: (303) 632-5520
fax: (303) 337-3005
e-mail: cheidema@mcrel.org
Web site: http://www.mcrel.org/products/csmp

Connected Mathematics Project

grade levels: 6 - 8

subject areas: math

general description:
CMP is a mathematics curriculum for middle school students that is designed to foster knowledge and skill in using the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics. CMP is intended to enable students to define and solve problems with reason, insight, inventiveness, and technical proficiency. The development of CMP has focused on the tight alignment of curriculum, instruction, and assessment. The overall project goal is to enable all students to reason and communicate proficiently in mathematics.

CMP development has been guided by five instructional themes:

- Mathematical Investigations: The curriculum is organized around "big ideas" in mathematics - clusters of important, related mathematical concepts, processes, ways of thinking, skills, and problem-solving strategies - that are studied in depth with the development of deep understanding as a goal.
- Reasoning: Students grow in their ability to reason effectively with information represented in pictorial, graphic, numeric, symbolic, and verbal forms, and to move flexibly among these representations.
- Teaching for Understanding: Instruction emphasizes inquiry and discovery of mathematical ideas through investigation of rich problem situations.
- Connections: The curriculum emphasizes significant connections among various mathematical topics and problems in other school subjects. The curriculum offers an opportunity to revisit and deepen understanding of ideas over time.
- Technology: Selection of mathematical goals and teaching approaches reflects the information processing capabilities of calculators and computers and the fundamental changes these tools are making in the way people learn and apply their knowledge.

During grades six through eight, CMP students develop knowledge and skill within five mathematical strands: number, geometry and measurement, probability, statistics, and algebra. Outcomes are specified for each of these areas by the end of eighth grade.

CMP is a problem-centered curriculum. It is organized into units that address mathematical ideas through a series of "investigations." Each investigation contains problems for teachers and students to explore. As students explore a series of connected problems, they develop deep understandings of important mathematical concepts embedded within the problems.

implementation:

- **Faculty Buy-In:** There are no formal requirements or commitments on the part of the school or faculty. It is recommended that a district that is considering adopting CMP

develop a long-term professional development plan to help teachers and administrators implement the curriculum.

- **Initial Training:** National Getting to Know CMP workshops are provided in the summer for teachers and/or administrators who are considering or are about to implement the CMP curriculum in their schools.
- **Follow-Up Coaching:** There is no required assistance during the first two or three years of implementation. A national CMP Users' Conference for teachers and/or administrators is conducted during the school year to discuss issues, implementation strategies, and successes for schools using the CMP curriculum. Also, CMP has developed a long-term professional development model that has been used in the pilot sites as well as with several NSF-funded leadership projects. Through these projects CMP has trained a number of teachers and curriculum coordinators who can provide implementation assistance to schools. CMP keeps a referral list of names that they can recommend to districts. Both the Show-Me Center and the publisher can also respond to requests for help in implementing the CMP curriculum

costs:
The costs of buying the student and teacher editions of CMP are competitive with the costs of standard textbook materials.

special considerations:
None.

nearby programs:
For information about schools using the Connected Mathematics Project, contact:
Cathy Anderson
Dale Seymour Publications
10 Bank Street
White Plains, NY 10602
phone: (914) 997-2192 ext. 5304
e-mail: cathya@awl.com

contact:
Elizabeth Phillips
Connected Mathematics Project
A715 Wells Hall
Michigan State University
East Lansing, MI 48824
phone: (517) 432-2870
fax: (517) 432-2872
email: cmp@math.msu.edu
Web site: www.mth.msu.edu/cmp

MATH Connections

grade levels: 9 - 12

subject areas: math

general description:
The overall mission of MATH *Connections* was to develop a core curriculum for grades 9-12 that opens the concepts of higher mathematics to all students and inspires new interest and excitement in mathematics for both students and faculty. MATH *Connections* was created by a diverse team of curriculum developers: mathematicians; scientists; educators in the fields of math, science, and technology; and business people.

MATH *Connections* is a three-year core curriculum, usually used in grades 9-11 or 10-12. The curriculum integrates the concepts of higher mathematics - such as algebra, geometry, probability, statistics and trigonometry - into a package that is interesting for all students. The project uses the National Council of Teachers of Mathematics (NCTM) standards as a guide for student performance, teacher professional development, and alternative student assessment. Technology is integrated into the curriculum with graphing calculators and computers, which students use to investigate concepts in greater depth and breadth, make conjectures, and validate findings.

MATH *Connections* uses a common thematic thread that blends many mathematical topics that traditionally have been taught separately to emphasize the interconnectedness among mathematical ideas. The project is built around connections, including those between mathematics and the real world of people, business, and everyday life; between mathematics and science; and between mathematics and other subjects such as history, geography and language arts. The project focuses on four aspects of mathematics: (1) mathematics as problem-solving, (2) mathematics as communication, (3) mathematics as reasoning, and (4) mathematics as making connections.

Each of the three years of the program is built around a general theme that serves as a thread for the topics covered. The three themes are Data, Numbers, and Patterns; Shapes in Space; and Mathematical Models. MATH *Connections* is divided into a series of six half-year-long textbooks. The 100+ assessments built into the curriculum include written, oral, and demonstration formats. In addition to assessing students' ability to perform standard procedures, such as solving equations, the assessments also measure students' approach to non-routine problems taken from the real world and their understanding of mathematics concepts and how they relate to each other.

implementation:

- **Faculty Buy-In:** During the field testing stage, MATH *Connections* has required buy-in from the superintendent, principal, and math chair. They also require a minimum of two teachers teaching two classes and having the same planning period. While they can work with more than two teachers per school, two is the minimum for the program to be successful.

- **Initial Training:** MATH *Connections* holds Summer Leadership Institutes, as well as institutes throughout the year, for teachers and administrators in schools adopting the MATH *Connections* curriculum.
- **Follow-Up Coaching:** Follow-Up Academic Leadership Institutes are held on designated Saturdays throughout the school year to ensure that teachers receive instructors' support and opportunities to share their experiences with the curriculum. Regional centers also will provide support on an as-needed basis.

costs:
Textbooks cost $36.95 per student, plus $59.95 for the Teachers' Resource package, which includes Teachers' Edition, teacher commentary (which provides professional development on mathematics), black-line masters, and the assessments. Additional costs include one classroom set of graphing calculators (approximately $69-$89 per student), one TI view screen master calculator (approximately $300 per classroom), and one overhead projector (approximately $150 per classroom). There may be a cost (shared with the publisher) for professional development, depending on the number of teachers and administrators participating.

special considerations:
The developers suggest that teachers and students have access to computers, e-mail, and the Internet.

nearby programs:
Math *Connections* does not currently have any sites in the west. For sample programs in other parts of the country, use the contact below.

contact:
June G. Ellis
Math *Connections:* A Secondary Mathematics Core Curriculum
31 Woodland Street, Suite 9R
Hartford, CT 06105
phone: (860) 244-1900
e-mail: mathconx@aol.com
Web site: www.mathconnections.com

University of Chicago School Mathematics Project

grade levels: K - 12

subject areas: math

general description:
The University of Chicago School Mathematics Project (UCSMP) seeks to improve mathematics education for the vast majority of students in grades K-12. The project began by researching the teaching of mathematics through real life applications, including the examination of mathematics curricula taught in other countries. UCSMP has gone on to develop innovative materials for the teaching of mathematics as well as teacher training programs. It continues to engage in extensive evaluations of its own work. UCSMP develops its materials with several key goals in mind: to update mathematics curricula, to upgrade student achievement, and to increase the number of students continuing their mathematics education beyond algebra and geometry.

The project has three major components: elementary, secondary, and resource development. UCSMP materials, including textbooks, teacher resource kits, and workbooks, are published by the Everyday Learning Corporation and Scott Foresman-Addison Wesley. Translations of foreign textbooks and evaluation reports are published by the project, by the National Council of Teachers of Mathematics (NCTM), and by the American Mathematical Society.

UCSMP's K-6 curriculum helps children make the transition from intuition and concrete operations to abstractions and symbol processing skills. In the early stages of this curriculum, the program emphasizes playful, verbal interactions and manipulative activities. This helps create a mathematics-rich atmosphere in the classroom and helps lay the groundwork for a greater breadth and depth of mathematical understanding. The curriculum in UCSMP's secondary texts (grades 6-12) stresses the use of applications, readings, problem solving, and technology. Both the elementary and secondary components of UCSMP actively involve teachers in the writing of their materials.

implementation:

- **Faculty Buy-In:** There are no requirements for formal or informal commitment on the part of school faculty. However, because UCSMP materials are not like traditional materials, it is important for school districts to provide sufficient inservice training on the newer ideas incorporated in them.
- **Initial Training:** For the elementary materials, inservice conferences for new and experienced users of the materials are held in locations throughout the country at various times during the year. For the secondary materials, there is a conference each autumn which is open to all and a conference each August which is open to users of the materials in the

upcoming year. Upon adoption, an initial inservice meeting in the adopting district, staffed by trained UCSMP consultants, may be arranged through the publishers of the project's materials (Scott Foresman-Addison Wesley and the Everyday Learning Corporation).

- **Follow-Up Coaching:** Follow-up meetings can be scheduled when necessary based on consultant availability.

costs:
The costs for adopting a UCSMP course are comparable to the costs of purchasing textbooks and other teacher resource materials from a major publisher. Contact the developer for actual costs.

special considerations:
None.

nearby programs:
UCSMP has many sites in Oregon, but prefers that contacts be made through the Chicago program office.

contact:
Carol Siegel
UCSMP
University of Chicago
5835 South Kimbark
Chicago, IL 60637
phone: (773) 702-1130
fax: (773) 702-0248
e-mail: ucsmp@cicero.uchicago.edu

Developmental Approaches in Science, Health and Technology (DASH)

grade levels: K - 6

subject areas: science and health

general description:
DASH provides a comprehensive, integrated, inquiry-based program in science, health, and technology for grades K-6. Students with a wide range of backgrounds, learning styles, and abilities learn concepts and skills through authentic technological and scientific exploration, invention, and explanation. The sequential, spiral curriculum reflects both children's acquisition of concepts about how the world operates and the historical development of the sciences. DASH also connects school studies to the world of daily living, reinforcing lessons and allowing students to apply what they learn.

DASH students are technologists and scientists working with and making sense out of natural and, eventually, experimental phenomena. Seventy-five to 80% of student time is involved in hands-on activity, with the remainder spent reflecting, recording, and reporting. Over 650 interconnected activities progressively support students' construction of the basic concepts and skills of science, health, and technology. For instance, studies in the science component for grades K-3 engage students in observing, categorizing, and generalizing about the natural world (weather, plants, animals, and astronomy). From grade 4 on, students meet anomalies that stimulate them to experiment, create research designs, and test their own hypotheses.

The program is organized thematically at each grade level into 10 clusters, such as Food and Nutrition, Energy and Communication, and Matter, Space and Construction. Assessment is built into each lesson, is shared between teacher and student to develop self-assessment capacity, and includes student-generated products that go into student portfolios. The use of student research teams fosters collaborative learning. Science kits are not used; instead, students make much of their own equipment through readily available and recyclable materials, reducing costs and increasing students' sense that science learning is accessible.

DASH addresses the standards and goals for science education set by the National Research Council, the American Association for the Advancement of Science, and the National Center for Improving Science Education.

implementation:

- **Faculty Buy-In:** Teacher training is preceded by outreach with school personnel and a commitment-building process that includes site visits, presentations on standards- and research-based curriculum and methodology, data gathering, and detailed suggestions for implementing DASH at the site. No formal buy-in is required.

- **Initial Training:** The Curriculum Research and Development Group (CRDG) requires teachers to participate in a 10-day, 70-hour institute prior to implementing DASH. Teachers go through the entire program at the grade level they intend to teach. The program also assists administrators in implementing DASH through workshops, consultations, and an administrators' guide.
- **Follow-Up Coaching:** CRDG offers an extensive program of follow-up services for teachers. The local coordinator, with support from CRDG, provides frequent classroom coaching and science team meetings the first year. Long-term institutionalization includes professional development seminars, network support, and a teacher-as-researcher component, in which teachers collect, analyze, and publish findings on classroom activities leading to student improvement.

costs:

The costs of initial teacher training and classroom materials are $775 per teacher, with a 20-teacher minimum (costs for less than 20 teachers are negotiated). Costs for supplemental story books are as follows: primary grades, $342 for a set of 20; grade 4, $60 for 15; and grade 5, $360 for 60. No special equipment is required; the start-up cost for local purchase items is approximately $200 per class, with subsequent annual replacement averaging $100. A two-year support program that includes videos and syllabi for monthly meetings is $100 per teacher. Additional costs are teacher time for training and the allocation of a local coordinator (often districtwide).

special considerations:

There are many home extensions of in-class work, including research and parent contact to expand the experience of the classroom. The program offers a parent newsletter to communicate with parents what is happening in school.

nearby programs:

Forest Hills Lutheran School
contact: Dan Seim
4221 SW Golf Course Road
Cornelius, OR 97113

contact:

Donald B. Young, Associate Director
Curriculum Research and Development Group
University of Hawaii at Manoa
1776 University Ave.
Honolulu, HI 96822
phone: (800) 799-8111
e-mail: young@hawaii.edu
Web site: http://www2.hawaii.edu/crdg/science/dash/dash.html

Foundational Approaches in Science Teaching (FAST)

grade levels: middle school

subject areas: science

general description:
The Foundational Approaches in Science Teaching (FAST) program is a sequence of three inquiry science courses especially designed for middle-school students. The courses emphasize the foundational concepts and methods of the physical, biological, and earth sciences. Student investigations are organized into three strands called physical science, ecology, and "relational study," which integrates the study of science, technology, and society. The goal of FAST is to develop scientifically literate students who have both the background necessary for understanding environmental concerns in our technological society and basic tools for further study in science. The main objectives are to develop relevant thinking skills, laboratory skills, and knowledge of core science concepts.

FAST students develop a scientific world view by doing science - generating questions, designing and carrying out experiments, collecting and analyzing data, researching, drawing conclusions based on evidence, writing reports, and communicating findings. Students work in small collaborative groups that function as research teams, becoming producers rather than only receivers of information. The teacher is the research director and coordinator, a colleague who stimulates and facilitates ever deeper probing into problems. Through the process of inquiry and research, student teams generate the theoretical content of the program.

As scientists, students design many of their own experiments. In a physics unit, for example, students formulate theoretical models of heat and light and test their models. They also invent and build tools and instruments for some investigations. As technologists, students apply recently mastered scientific principles, such as the concepts of buoyancy and density in designing and constructing a working model of a submarine. By experiencing multiple roles (scientist, engineer, technologist, politician, and citizen), students practice and reinforce skills from many areas, including math, written and oral communications, and social studies.

FAST meets the standards and goals for science education set by the National Research Council, the American Association for the Advancement of Science, and the National Center for Improving Science Education.

implementation:

- **Faculty Buy-In:** Teacher training is preceded by outreach with school personnel and a commitment-building process that includes site visits, presentations on standards- and research-based curriculum and methodology, data gathering and detailed suggestions for implementing FAST at the site. No formal buy-in is required.
- **Initial Training:** The Curriculum Research and Development Group (CRDG) requires teachers implementing FAST to participate in a 10-day, 70-hour institute prior to teach-

ing FAST. Participants receive a variety of instructional materials, including three guides (teacher, instructional and evaluation), student books and reference books.

- **Follow-Up Coaching:** CRDG offers an extensive program of follow-up services for teachers to ensure successful implementation. The local coordinator, with support from CRDG, provides frequent classroom coaching and science team meetings the first year. Long-term institutionalization includes professional development seminars, network support, and a teacher-as-researcher component, in which teachers collect, analyze and publish findings on classroom activities leading to student improvement.

costs:
A 10-day teacher institute (20-teacher minimum) is required for each of the FAST courses: FAST 1 (The Local Environment); FAST 2 (Matter and Energy in the Biosphere); and FAST 3 (Change over Time). Institute fees are $600-$625 per participant. A one-year support program of monthly meetings, which costs $100 per teacher, is recommended. Classroom sets of student materials required for implementation are approximately $1,200 for a set of 30 and can be shared by multiple classes. FAST 1 and 2 require an equipment building kit ($175-$255), and yearly equipment replacement costs are between $100-$200 per classroom. Additional costs are teacher time for training and the allocation of a local coordinator (often districtwide).

special considerations:
FAST incorporates a wide variety of instructional strategies designed to address the different learning styles and developmental needs of students ages 12-15. Some of the instructional strategies appropriate for student investigations are cooperative/collaborative learning, whole group instruction, independent and self-directed learning, peer coaching, graphing, concept mapping, self-assessment, research, and simulations.

nearby programs:
Willamina Middle School
1100 Oaken Hills Drive
Willamina, OR 97396

North Medford High
1900 N. Keeneway Drive
Medford, OR 97504
for information on other Oregon programs, contact the FAST program office.

contact:
Donald B. Young, Associate Director
Curriculum Research and Development Group
University of Hawaii at Manoa
1776 University Ave.
Honolulu, HI 96822
phone: (800) 799-8111
e-mail: young@hawaii.edu
Web site: http://www2.hawaii.edu/crdg/science/fast/FAST.html

GALAXY Classroom Science

grade levels: K - 5

subject areas: science

general description:
The GALAXY Classroom is an inquiry-based, student-centered curriculum and instructional approach supported by a global interactive network of elementary schools, which are linked by satellite and computer technologies. GALAXY Classroom Science curricula consist of three one-year units: Fixer Uppers for grades 1 or 2, S.N.O.O.P.S. for grades 4 or 5, and (new for 1998-99) Finders, Seekers, Science Keepers for kindergarten or grade 1. There is also a one-year language arts unit called The House for grades 3, 4, or 5.

GALAXY Classroom Science seeks to improve science learning for all students by giving teachers tools to create learning environments that stimulate and nourish inquiry-based learning. Through the "hands-on/minds-on" curriculum, students learn specified core science concepts and practice using scientific thinking processes (e.g., observing, communicating, organizing and comparing). The science units are organized around themes that follow the National Science Education Standards on science concepts and processes appropriate for students at each level. Additional underlying principles include constructivist thinking, cultural diversity, authentic inquiry, relevance for all students, and connection to state and national standards to improve student performance.

The themes, such as Science Is Doing What-Ifs to Use and Compare Materials, are developed through television broadcasts and classroom hands-on activities. In each 15-minute video episode, a diverse group of children model for students how curiosity, observation, comparing, and problem-solving can help them construct knowledge about science from the content and context of their lives. Students in the classroom investigate questions posed by the episode and attempt to answer them through a variety of activities. Teachers facilitate and encourage student collaboration, open-ended exploration, testing of ideas, and active involvement in the process of discovery. Students then use fax or e-mail technology to communicate their findings to the television show and other students on the network. Student work is shared on the television show and in student bulletins sent to all GALAXY classrooms.

implementation:

- **Faculty Buy-In:** No formal process. EMG GALAXY requires that teachers receive training and have access to the equipment and material (videos may be mailed if schools lack the satellite technology).
- **Initial Training:** Two-day training for all teachers using GALAXY Science. Training is usually conducted within 50 miles of a participating school. Teachers receive instructional guides as part of training.

- **Follow-Up Coaching:** EMG GALAXY provides a variety of support mechanisms, including periodic on-site coaching from regional staff, weekly planning calendars, teacher newsletters, updated curriculum resources on its Web site, and a toll-free number for teacher support. Additional teacher training is available via the program's satellite network.

costs:
For 400-pupil schools with six or fewer teachers receiving training and materials, the first-year base fee for all GALAXY programs is $7,700, including a $3,500 annual technology fee. Costs increases to $8,000 to $10,000 for more than six teachers. Replacement of science materials costs $50 per classroom annually. Attendance by all participating teachers at a two-day initial training is required.

Schools will need an EMG satellite dish and receiver or can choose to receive video programming via VHS tape delivered overnight. Classes require a television and VCR for viewing programs and a fax machine and dedicated phone line (the fax is toll-free). E-mail Internet access is optional. Schools must maintain the technology.

special considerations:
GALAXY Science Classroom requires a shift for some teachers to an environment in which the teacher facilitates learning by collaborating with students as mutual explorers.

nearby programs:
Prescott School
contact: Jill Evens
Portland, OR,
(503) 408-2151

Castle Rock Elementary School
contact: Susan Udd
Castle Rock, WA
(360) 274-6555

contact:
Marci Schwenn
EMG GALAXY Classroom
6710 East Camelback Road
Scottsdale, AZ 85251
phone: (800) 303-9070. ext.1
fax: (602) 481-6484
e-mail: Marci.Schwenn@emg.com

• • • Do you have experience with one of these program models or with another model not described here? Please use the Input Form at the end of this document to share your experience • • •

Notes:

ENVIRONMENTS:

Where Does This Student Need to Be?

Alternative learning environments refers to the wide array of in-school and out-of-school settings available to meet different learners' needs. Every school and every community has different alternative learning environments, and there is always room for more. We must take every opportunity to develop new and better non-traditional settings for students who are not meeting or are exceeding the standards.

Changing a student's learning environment within the school, or sending him for all or part of his day to an off-site alternative learning environment, can make a dramatic difference in his ability to learn. However, it's important to consider the full range of environmental options available, from those that are least disruptive of the student's educational framework to those that completely change it. Ideally, changes should be made at the least intrusive level first, with plenty of time and assessment before moving the student to a higher-level environmental change. For more on deciding the most appropriate learning environment for a student, see the Diagnosis section of this publication.

A lot of what we do is open to adults in the community, and it's nice to see age groups mixing. We have some parents who are coming in for remedial classes, and you should see what happens when their own child teaches them how to use a computer. The pride goes all over the place. **CM**

Flexibility is one of the greatest challenges to providing appropriate alternative learning environments. The system needs to be flexible at all levels: classroom, school building, district, and state. When policies, rules, or practices restrict flexibility, they must be reviewed and revised to create a system that puts the student's needs first. The following examples show how the learning environment can be too inflexible.

- At the classroom level, a teacher maintains one classroom configuration throughout the year.
- At the school-building level, a bell-schedule determines the chunks of time in which students will learn.
- At the district level, a school district doesn't allow a student to earn high school credit for a high school level class completed while in middle school.
- At the state level, clock hours define completion for credit.

For most of our students, the traditional school environment and the traditional classroom setting work well. But we need to acknowledge and respond to those for whom this is not the case. The easiest way to start is to offer a variety of simple environmental options in the classroom, and allow students to work in the environments that best suit them. From there, the teacher can build an understanding of students' individual needs, and advocate for higher level environmental alternatives as the needs arise.

ALTERNATIVE ENVIRONMENTS WITHIN THE TRADITIONAL SCHOOL SETTING

Educators and administrators can do a lot within their own schools toward creating a flexible environment where different kinds of learners can find the settings that work best for them. That may mean easy access to the library, computer room or other areas within the building where students are less vulnerable to the distractions of the classroom. It may mean more structured alternatives, like pull-out classes and other small group activities. The key is in providing as many options as possible, and making access as natural as possible. A few examples follow.

Changes in the Classroom Environment

The physical environment and social climate of a classroom can influence how well students learn (Moos 1979). Lighting, noise level, visual and auditory stimuli, and the physical arrangements of the room all have powerful effects. Some environmental choices have to be made by the full group. But others can be accommodated more casually, by having a variety of environments within the classroom and allowing students to choose according to their own preferences.

Because we're right in the community, our kids get a lot more exposure to real-world interactions than they would in an isolated school environment. It seems to help with their attitude toward learning. **JV**

Extended Learning Time

This phrase is used to describe the wide range of programs that schools and communities can offer together to make better use of student's non-school hours. These programs offer safe, stimulating environments that inspire and guide learning beyond the traditional school day, week, or year. They may use volunteers or community-based professionals in addition to teachers, and may take place in the school itself or in the community. Some examples:

- Summer Programs
- Saturday School
- Year-Round Schooling
- Before- and After-School Programs

Scheduling Options

A national report on time and learning asserts, "If experience, research, and common sense teach nothing else, they confirm the truism that people learn at different rates, and in different ways with different subjects" (Prisoners of Time, 1994). The report goes on to recommend that schools be "reinvented around learning, not time," a challenge well-recognized by many Oregon schools.

A December 1996 study on alternative scheduling options provides a review of several models of alternative schedules in Oregon's secondary schools (Alternative Scheduling Options at the Secondary Level: Models, guidelines, effect on student performance and professional development issues, 1996). The report includes research into alternative scheduling, a list of the advantages/disadvantages of each type of schedule, and recommendations to plan and implement these schedules. The five scheduling models employed by nearly 50% of Oregon schools are:

- Alternate Day Block, or A/B schedule, in which students and teachers meet their classes every other day for extended time blocks
- Semester Block, or 4x4 block, in which students take four courses which meet for approximately 90 minutes every other day for a semester (90 days)
- Sliding Schedule, in which classes rotate with one class dropped each day
- Single Periods Daily (traditional schedule)
- Single Periods Four Days per Week

The Oregon alternative scheduling report is available on the Oregon Department of Education web site. The report discusses the advantages and disadvantages of each type of schedule, and suggests steps to plan and implement an alternative schedule.

Schools Within Schools

Study after study identifies the many advantages of small schools, ranging from increased student achievement (Fowler 1995) and extracurricular participation (Cotton 1996) to decreased behavior problems (Stockard & Mayberry 1992) and reduced attendance problems and dropout rates (Fowler 1995; Rutter 1988). But when small schools aren't possible, school-within-a-school plans can produce similar results (Raywid 1985). In the school-within-a-school model, large schools are divided into two or more subunits. There are many variations on this model, with some schools based on particular curricula, special interests or needs, and others simply smaller versions of regular public schools. Generally, each school-within-a-school is a distinct administrative entity, with significant autonomy and a clear, unified vision.

Parallel Block Scheduling

This innovative scheduling system is being used to create the effect of smaller classes without major funding increases. Teachers work in teams consisting of three base teachers and one enrichment lab teacher. During each time block, one base teacher instructs a whole class, the second teacher sends the highest achieving half of his class to the enrichment lab, and the third sends the lowest achieving half of the third class to the enrichment lab. The enrichment lab is organized around cooperative learning centers, with an emphasis on hands-on learning. Enrichment lab teachers focus on teaching students reading and math through science and social studies content. Under this system, teachers find they have more time to individually assess students and provide appropriate instruction (Canady 1990, Canady and Rettig 1995).

CyberSchool

For small schools with limited resources, it's especially hard to offer a wide range of alternative coursework. But with new technology, it's become quite feasible for every school to extend its curriculum without breaking its budget.

District 4J in Eugene has joined a national movement toward developing high school courses for the Internet. Eugene's nationally recognized CyberSchool program offers interactive, credit-granting high school courses developed and taught by Oregon-licensed teachers. Students can participate from either home or school, provided they have an e-mail account and reliable Internet access.

CyberSchool currently offers 30 courses in English, math, science, social studies and language. Small schools are helping to decide and create 10 more courses that meet their specific needs. Course descriptions and more information are available at www.cyberschool.k12.or.us or by calling Jack Turner, (541) 687-6950.

Recently, CyberSchool received an Oregon Technology Literacy Challenge Grant to help make the program more accessible to small schools. It will provide a full CyberSchool scholarship for up to three students at each of Oregon's 84 smallest high schools. Regular tuition is $300 per course.

• • • For more information on virtual schools, check the OPEN Web site, http://www.open.k12.or.us • • •

ALTERNATIVE ENVIRONMENTS OUTSIDE THE TRADITIONAL SCHOOL SETTING

Nationally, there is a large increase in the number and kinds of learning environments outside the traditional school setting. The Public Interest (Winter 1998) cites three developments driving this reform:

- the growing awareness that the current U.S. education system is not producing the desired results, and that more options must be explored to not only better serve our learners, but also to inform us how to improve the current system.
- the increased demand for greater options to meet the needs of our increasingly diverse student population.
- an overall shift throughout organizations of all kinds toward out-sourcing, decentralizing, and better accountability systems.

Not every Oregon community has a wide range of alternative environments available to its students. But it's probably safe to say that all have untapped resources that could provide alternative learning environments. It's up to educators to familiarize themselves with the resources that are available, and to advocate for supporting and building on those resources. We have to learn to work together unselfishly — the traditional schools with the alternatives — to build creative collaborations that serve our students' needs.

Some of the types of alternative schools and schooling are explained below.

Magnet Schools. These are purposefully created specialty schools with particular themes or emphases: music and art, science and technology, etc. The first magnet schools were mainly intended to integrate schools by attracting students to distant classrooms without compulsory busing. Now magnets serve varied purposes, and in Oregon, some magnet schools are being developed as charter schools. The Arts, Science and Technology School in Newport is one example, offering all academic subjects, but with a strong emphasis on arts, science, and technology.

Alternative Schools. Alternative schools were initially developed to reach students with behavior or attendance problems, and many continue to address our 'at-risk' learners today. These schools have most often been secondary schools, although some districts recognize younger learners' needs and have expanded to middle school populations as well. Alternative schools typically offer a low student-teacher ratio, modified curricula, and flexible scheduling.

Many alternative schools offer additional support services such as childcare and teen-parent education or individual and small-group counseling. In Oregon, approximately 400 alternative schools currently offer a wide range of educational services. Alternative schools include charter schools, private alternative education schools (which may contract with a district and become charter schools), and alternative programs offered within a traditional public school.

Charter Schools. Charter schools vary from state to state, offering a wide range of educational programs and governance structures. A school becomes a charter school when it enters into a contractual agreement with a district to provide educational services.

In Oregon, charter schools are held accountable for student achievement: their teachers must incorporate state content standards into their curricula, and their students must take statewide assessments to demonstrate progress toward meeting state benchmarks. However, charter schools have a great deal of autonomy in determining *how* they meet those requirements. Charter schools are generally freed from most regulations, although they are required to follow certain operational rules including those for health and safety and non-discrimination. Charter schools allow more choice for learners and more authentic research for educators who are seeking new ways to educate our children.

> *Native kids need to participate and feel that they have some kind of relationship with what's being discussed. We try to bring in nature through lots of field trips and a farm on campus. When you establish those relationships with plants, animals, the two leggeds, the four leggeds, the flyers, the swimmers, the kids intrinsically understand their interconnection with all life, all things on this earth. When it's done with that holistic approach, in some sort of integrated curriculum, it makes more sense to them.* **DL**

Charter schools are spread around Oregon and offer a broad spectrum of educational programs. They range from a highly structured, traditional program developed around Hirsch's "Core Knowledge" (Franklin School in Corvallis) to a well-organized "hands-on" program that structures learning around bicycles: building and servicing them, managing a bike transport business, and generating a statewide cycling newspaper (Center for Appropriate Transport in Eugene).

Home Schooling. Many parents cite dissatisfaction with the public school curriculum (including preference for inclusion of religious education) or mediocrity in the system as their reasons for choosing to home school. Home schooling is legal in every state, and approximately 1 to 4 percent of children in the U.S. are taught at home. Some states and districts are working with home schoolers, allowing them to attend public school part of the school day to participate in academic and/or other school activities.

After-School Schools. These programs have typically been offered by commercial firms such as Sylvan Learning Centers, although many schools and community-based organizations such as the Boys & Girls Clubs and the YMCA offer after-school programs to

supplement the regular school day. Programs offered by traditional public schools include Saturday School and evening classes. After-school schools offer a wide range of supplemental educational programs and span from pre-school to college level.

Proprietary Schools. These for-profit entities are often chains of schools operated by corporate-style management with shareholders and a corporate structure. An example is Noble Education Dynamics, which operates 123 schools in 14 states, with more under construction.

Design-Based Schools. The New American Schools Development corporation (NASCD) is a non-profit corporate-supported educational design institute. The NASCD sponsors several design teams which work to create and then market distinctive designs for innovative schools. Some of the school designs NASCD teams have developed include the Co-NECT curricula (Cooperative Networking Educational Community for Tomorrow) and the Modern Red Schoolhouse.

My biggest problem as an off-site alternative program is that I can't recruit in the schools — I have to wait for referrals or find kids myself who are already out of the system. Most of the kids I get have been expelled or they have some kind of developmental problem. But I know there are a lot of kids who are on the line, who are seriously challenged but still passing, who could really benefit from this program. Until the schools get more comfortable with releasing kids to my kind of program, we're missing opportunities in a big way. **JV**

Virtual Schools. Technology provides a whole new education delivery system, free from some of the constraints of traditional delivery: class schedules, transportation, limited curriculum offerings, group pacing demands. Using the Internet and e-mail, students are able to "attend class" 24 hours a day from anywhere the world. Chat rooms and online communication provide support for students needing additional help.

Privately Managed Public Schools. Nearly a dozen private businesses manage public schools via charter or management contracts with a district. The intent of this type of arrangement is to give sole control of a school over to a profit-making business entity, which restructures the school along the lines of a business organization. One example of such an arrangement is The Edison Project, which currently operates 25 schools in eight different states. Early studies of Edison Project schools show positive results in both test-score gains and increasing enrollments.

. . . Have you developed or implemented an alternative learning environment? Please use the Input Form at the end of this document to share your experience . . . . . .

ALO Grant Sites Schools: Changing Policies and Redirecting Resources

For their action research projects, the classroom teachers in some ALO grant sites tried various strategies to create small learning groups in classrooms and throughout school buildings. With very limited capital, these teachers had to look for new ways to use available resources. One common strategy was to re-evaluate all available "people-resources," and focus them to directly impact student learning. In addition to using school staff more flexibly, they engaged community members to play an active educational role. Three creative examples follow.

LaPine Elementary School: The LAPINE Project (Language Arts: Placed in Needed Environment)

The entire LaPine Elementary School schedule was modified to increase support for small-group, needs-based reading instruction. All available resource staff (instructional assistants within and outside of the Supported Education and Title I departments, a Supported Education teacher, and the Title I teacher) join classroom teachers during their language arts blocks. The ALO Project Director noted that, "All staff had to be willing to participate in order for this to work." Other issues they had to address included planning for transition time for the traveling support team, budgeting preparation and collaboration time for team members, training educational assistants in skill instruction and small group management, devising methods to move students among their groups, and designing techniques to assess and track student performance.

Waterloo Primary School

Waterloo Primary launched a volunteer program to provide one-to-one tutoring for K-2 students who had been identified as highly unlikely to meet the standards in reading. A focused outreach effort brought parents, high school students, and community volunteers into Waterloo's Early Literacy Facilitation (ELF) project. The volunteers were trained in ELF strategies, which include a blend of whole language, writing, and phonics, and can be used to support classroom curriculum and instruction materials. Students and tutors met three times each week. The overall success of the program encouraged the school to continue the effort, with possible expansion to include math tutoring.

Tumalo Elementary School

Tumalo Elementary School developed an afternoon enrichment program, Kindergarten Intervention Development Support (KIDS), to provide additional language instruction to at-risk kindergarten students. A committee explored ways to provide time beyond their current four-day, half-time kindergarten program. After gaining funding support from local businesses and community members to sponsor additional certified staff time, three afternoon sessions were added, providing participating students with a full-day program three days each week. Eight students participated in the small group sessions. Certified teachers designed specific language instruction programs, while classified instructional staff members provided the direct service to students. Parents signed on to participate as well, working with their children at home, using specific materials provided by the program. Their contract also included a strict attendance mandate.

RESOURCES:

Where Can I Get More Information?

OFFICE OF CURRICULUM, INSTRUCTION, AND FIELD SERVICES

Technical Assistance

Baker, Grant, Harney, Malheur, Union, and Wallowa Counties
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Marion, Polk, and Yamhill Counties
Dawn Billings
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OREGON EDUCATIONAL ACT FOR THE 21ST CENTURY

For more information about the Oregon Educational Act for the 21st Century, please call ***Tanya Gross*** *at (503) 378-8004 ext. 287 or e-mail tanya.gross@state.or.us*

ASSOCIATIONS

Oregon Association for Alternatives in Education
PO Box 69486 Portland, OR 97201
http://www.oaae.org/oae_hom.htm

It is the mission of this association to promote the conditions that facilitate quality education and equity for all learners. The Web site includes a newsletter and web links for educators and for students.

Association for Supervision and Curriculum Development (ASCD)
1250 N. Pitt St.
Alexandria, VA 22314-3547
http://www.ascd.org/

ASCD is "an international, nonprofit, nonpartisan education association committed to the mission of forging covenants in teaching and learning for the success of all learners." Their Web site includes professional development on line, an interactive forum, and links to other sites.

WORLD WIDE WEB SITES

Oregon Department of Education
255 Capitol St. NE, Salem, OR 97310-0203
Phone: (503) 378-3569
TDD: (503) 378-2892
Fax: (503) 373-7968
http://www.ode.state.or.us
The Oregon Department of Education Web site offers a wealth of information and links to educational resources. Curriculum, assessment, and many educational topics can be accessed through this site. (Click on education-related links.)

The Oregon Public Education Network
http://www.open.k12.or.us
OPEN maintains an excellent Web site of resources for educators. This site includes a complete listing of the content standards.

U.S. Department of Education
600 Independence Avenue SW
Washington, DC, 20202-0498
(800) USA-LEARN
http://www.ed.gov/
Good access to national issues in education. Has ERIC Digests link and many other helpful resources for educators. (You can access this site through the Oregon Department of Education Web site.)

Northwest Regional Education Laboratory
http://www.nwrel.org/
Background on NWREL's activities and services, including training and technical assistance, research and development programs, products and publications.

Selected ERIC Abstracts on Learning Styles
http: www.ascd.org/services/eric/ericlngs.html
This is a very good reference for information about learning styles. It offers a thorough reference list for materials.

What is Your Personal Learning Style?
http://www.howtolearn.com/personal.html
This site offers a learning styles inventory on line.

Blue Web'n
http://www.kn.pacbell.com/wired/bluewebn/
A searchable database of Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references).

Ask Eric Lesson Plans
http://ericir.syr.edu/Virtual/Lessons/
A searchable database of lesson plans by subject and links to other sources of lesson plans.

Useful Search Engine Sites

http://www.metacrawler.com
http://www.lycos.com/
http://www.yahoo.com/
http://www.hotbot.com/
http://www.altavista.com/
http://www.infoseek.com/
http://www.webcrawler.com/
http://www.mamma.com

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GC — Gary Cunningham, Vocational Technology Teacher
Oak Creek Regional Correctional Center, Albany • (541) 967-2036 x246

GD — Ginny DiMaggio, Teacher
Portland Night High School, Portland • (503) 287-9473

GH — Ginny Hicks, Teacher
Roosevelt Elementary School, Medford • (541) 776-8854

MJ — Mike Johnson, Youth Transitions Program
University of Oregon, Eugene • (541) 346-1412

BK — Bill Kentta, Curriculum and Staff Development
District 4J, Eugene • (541) 687-3312

DL — Debbie LaCroix, Ph.D, Chairperson, English Dept.
Chemawa Indian High School, Salem • (503) 399-5721 x242

JL — Judy Lorenzen, High School Supervising Teacher
Oregon School for the Deaf, Salem • (503) 378-6288

SM — Sally McAfee, Classroom Teacher
Newport Alternative School, Newport • (541) 265-8505

CM — Carol McLeod, Program Coordinator
First Resort, Lincoln City • (541) 996-5534

MS — Marlene Susnik, 3rd Grade Classroom Teacher
Liberty Elementary School, Albany • (541) 967-2036 x246

LT — Larry Tucker, Coordinator for Migrant Education Service Center
Willamette ESD, Salem • (503) 391-9480

JV — Jan Vandertuin, Charter School Operator
Center for Appropriate Transport, Eugene • (541) 683-3397

OTHER DOCUMENTS AVAILABLE

Teaching and Learning to Standards

Teaching and Learning to Standards is a comprehensive resource document on Oregon's standards-based education system. The document includes content standards, common curriculum goals, essential skills, eligible content for Oregon's statewide assessment system, curriculum and instructional resources and strategies for aligning classrooms, schools and districts to the state curriculum. *Teaching and Learning to Standards* was mailed to all schools in May 1998; copies should be available locally.

Background Material on Standards-Based Education

In August 1998, the Oregon Department of Education will mail the following documents to all school buildings, school districts, ESDs, schools of education, curriculum directors, and other interested individuals and groups.

- Standards newspaper: an updated version of the Oregon Standards newspaper containing the content standards and benchmarks adopted by the State Board of Education last March, and also containing eligible content, performance standards, etc.
- Parent handbook: describes the changes occurring in Oregon schools, listing the benchmarks students will be expected to achieve at grades 3, 5, 8 and 10, presenting sample test questions and offering other information
- Student piece: written information for students describing the new expectations they will encounter in school
- Staff handbook: describes for teachers, classified and other school staff what students are expected to know and be able to do and how they can help
- Administrator handbook: describes for school administrators ways they can engage their communities to help students meet the new standards, containing a checklist of specific communications actions to take, and describing effective communications strategies used by districts around the state
- Series of articles for school newsletters: nine articles focused on standards, state tests, and other related topics for publication in monthly school building newsletters
- Pop quiz with answer sheet: short quiz, with answers, for administrators and others to use as a conversation starter when presenting information about the Oregon Educational Act for the 21st Century to community groups and others
- Questions and answers: a series of frequently asked questions with answers related to state standards, tests, Certificates of Initial and Advanced Mastery, and related topics
- Oregon Business Council brochure: brochure by the Oregon Business Council describing the importance of standards and certificates to Oregon employers

Other Resources

- Mathematics Sample Tests
- Mathematics Wall Charts
- Mathematics Teacher Support Package
- Writing Assessment and Evaluation: A Two-Part Resource Packet for Teachers
- Reading and Literature Sample Tests
- Reading and Literatures Wall Charts
- Reading and Literature Performance Assessment Resource Packet — Part 1 for Grades 5, 8, and 10
- Speaking Assessment and Instruction Training Materials and Videos

To order any of this material, contact:

Oregon Department of Education
Attn: Barbara Slimak
255 Capitol Street NE
Salem, OR 97310, extension 485
Fax: (503) 378-5156
E-mail: barbara.slimak@state.or. us
Web site: www.ode.state.or.us

Notes

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Notes

WE NEED YOUR INPUT!

The Alternative Learning Options Handbook is just a beginning. We need your input to add to and improve on this initial draft. Use this form to share your ideas, successes, and resources. We will consider all submissions as additions to the next draft of the handbook. We will also publish selected submissions on our on-line edition of the handbook, which will be updated regularly.

Have you used one or more of the strategies/programs described in this handbook? Have you discovered additional strategies/programs? We would like to hear from you! Please use more paper as needed.

Strategy/Program: _____

What worked? What didn't? For whom? What would you do differently? _____

_____

_____

_____

_____

Do you have data to support the effectiveness of this strategy or program? _____

_____

_____

Do you have resources aligning this strategy/program with Oregon's content standards?

_____

_____

Whom should we contact to learn more? _____

_____

Name & Title: _____

Phone No.: _____ Fax No.: _____

e-mail: _____

General comments & feedback: _____

Submit your form to:

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Salem, OR 97310-0203

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